

MANCHESTER  
1824

The University of Manchester

SUSTAINABLE  
DEVELOPMENT  
GOALS



THE UNIVERSITY OF MANCHESTER  
SUSTAINABLE DEVELOPMENT GOALS

2021/22 REPORT

# KEY FACTS

**1<sup>st</sup>**

UK university to place social responsibility as a core goal



We produce

**4%**

of the UK's research across the 17 SDGs



**5,625**

study units delivered linked to the SDGs



Zero carbon campus commitment by **2038**



**Accredited employer**

for Living Wage, Race, Gender and LGBTQ+ equality



**1 million+** public visitors to our cultural institutions

## TIMES HIGHER EDUCATION IMPACT RANKINGS



### WORLD RANKINGS

2021

**1<sup>st</sup>**

TOTAL ENTRANTS

**1,240**

COUNTRIES

**98**

2020

**8<sup>th</sup>**

TOTAL ENTRANTS

**768**

COUNTRIES

**85**

2019

**3<sup>rd</sup>**

TOTAL ENTRANTS

**450**

COUNTRIES

**76**

### UK RANKINGS

2019, 2020, 2021

**1<sup>st</sup>**

# INTRODUCTION

**The United Nations 17 Sustainable Development Goals (SDGs) are our world’s call to action on the most pressing challenges and opportunities facing humanity and the natural world.**

We acknowledge the profound obligation on universities like Manchester to play a full role in creating and sharing knowledge to address the challenges set out in *Transforming our world: the 2030 Agenda for Sustainable Development*.

As one of the world’s leading research institutions and the UK’s first university to have social responsibility as a core goal, we’re tackling the SDGs in four inter-related ways: through our research, our learning and students, our public engagement activity and our operations.

Impact on sustainable development involves complex methodological challenges and limitations. We are proud to be ranked first from more than 1,200 universities across 98 different countries in the 2021 *Times Higher Education* Impact tables, based on SDG performance. We’ve also been the UK’s top performing university for three consecutive years in 2019, 2020 and 2021 on this measure.

Sustainable development is, though, a shared endeavour – for public, private and third sector organisations and citizens – locally, nationally and internationally. We’ve championed sustainable development through actions in the *Our Future* strategic plan, through regional, national and global partnerships and our commitment to transparent reporting in publications like this.

This report is aimed at a wide range of local, national and international audiences across the public, private, NGO, policy and education sectors. We hope it stimulates further ideas, actions and collaboration opportunities and partnerships so that, together, we can play a full role in tackling the world’s SDGs by 2030.

**Dr Julian Skyrme**  
Director of Social Responsibility

**Professor Nalin Thakkar**  
Vice-President for Social Responsibility

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# 1 NO POVERTY



End poverty in all its forms everywhere



## RESEARCH

### African Cities Research Consortium

Researchers from our [Global Development Institute](#) are leading a £32 million [African Cities Research Consortium](#) funded by the UK's Foreign, Commonwealth and Development Office as part of UK Aid. It will work with international partners to generate new evidence to catalyse integrated, sustainable, inclusive approaches to urban development.

### Inclusive growth in Greater Manchester

Our [Inclusive Growth Analysis Unit](#) was supported by the Joseph Rowntree Foundation to analyse evidence about the scale of poverty and inequality in our city region. It has recommended a range of policies on inclusive growth so that economic prosperity benefits all citizens across Greater Manchester and beyond.

## PUBLIC ENGAGEMENT

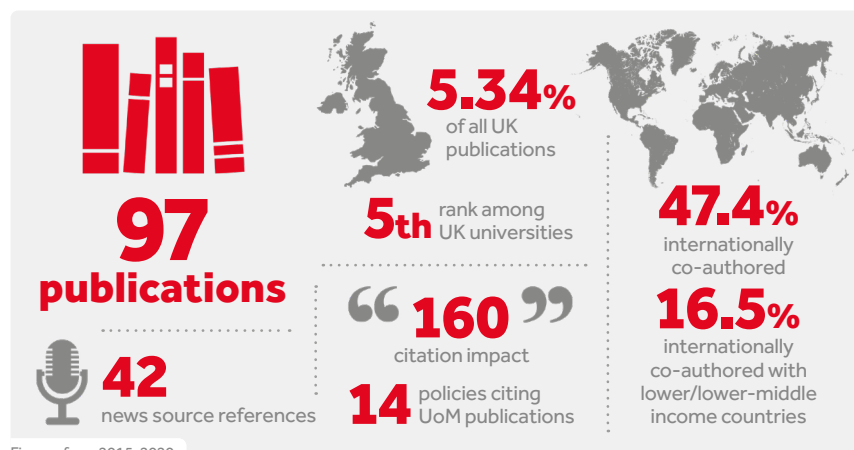
### Student action

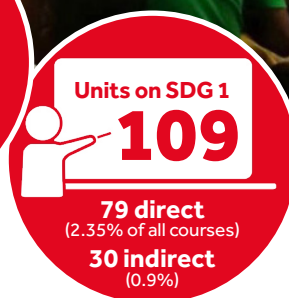
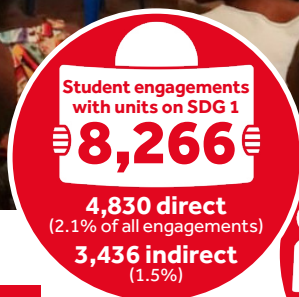
Our student community work on a range of projects to tackle extreme poverty and inequality. [Love for the Streets](#) was established by two Manchester students to use youth events, content and social media marketing to tackle homelessness in partnership with local charities. [Once a Month](#) fights period poverty through public campaigns and providing sanitary products to vulnerable women across Manchester.



### Reproduction and austerity

Our academics are exploring the [impact of austerity](#) on reproduction. Using a range of creative activities and interviews with women from areas in the north-east, where there are significant socio-economic barriers, this project is providing new insights into contemporary austerity and how this may affect childbearing.





## LEARNING AND STUDENTS

### Study programmes

Our [Global Development Institute](#) is the UK's largest university-based postgraduate centre specialising in international development. More than 5,000 students have completed master's programmes in international development since 2012.

### Team Rwanda

[Team Rwanda](#) is a partnership between The University of Manchester, the University of Rwanda and Azizi Life.

Students volunteer their time assisting several schemes to alleviate poverty and aid community development.

### Homeless Healthcare Society

The [Homeless Healthcare Society](#) helps improve the healthcare of Manchester's homeless population by raising awareness of the medical inequalities and stigmas faced by homeless patients when accessing healthcare. The aim is to ultimately improve the care provided by tomorrow's healthcare professionals.

**6,126**

students received university financial support

**5,000**

students completed master's programmes in international development since 2012

## OPERATIONS



### The Works

We've supported more than 4,000 local people into work through our unique partnership with the Manchester Growth Company on the initiative, [The Works](#).

### Student financial support

A significant proportion of our students are from families that fall below the national poverty line. We offer a [range of support](#) to ensure that financial issues don't present an obstacle for learners, including:

- The Manchester Bursary
- The Manchester Master's Bursary
- The Undergraduate Access Scholarship
- The Living Cost Support Fund
- The 'Helpmegetonline' scheme

Manchester's  
**Homelessness Charter**  
was signed by the University  
and Students' Union

**£15m**

is invested each year in support for students from disadvantaged backgrounds

**£1m**

was raised by staff, students and alumni for our student Coronavirus Emergency Hardship Fund

**2,910**

offers were made for undergraduate study using contextual data of disadvantage

## 2 ZERO HUNGER



### End hunger, achieve food security and improved nutrition and promote sustainable agriculture

#### RESEARCH

##### Creating sustainable livelihoods through group farming

Our [Global Development Institute](#) has examined whether cultivating in groups – by voluntarily pooling land, labour, funds and skills and sharing costs and benefits – enables small farmers to create larger, more profitable enterprises in South Asia and beyond. [The research](#) in Kerala, south India showed that carefully structured group farming created sustainable, food-secure livelihoods for vast numbers of poor women farmers.

##### Sustainable agriculture through electronic engineering

Our Department of Electrical and Electronic Engineering is examining how electronic engineering can improve food supply and sustainable energy production, without increased pressures on our land. [E-Agri Manchester](#) is using e-devices for reducing waste, increasing yields and making crops more resilient. We also work on sustainable agriculture with the eight most research-intensive universities in the north of England through an N8 AgriFood programme.



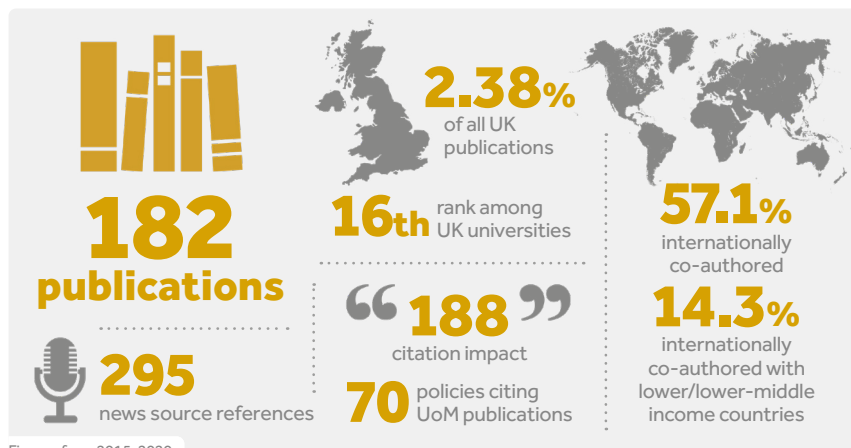
2

#### PUBLIC ENGAGEMENT



##### Take a Bite out of Climate Change

Our [Take a Bite out of Climate Change](#) partnership aims to share the scientific consensus about how food and agriculture contribute to climate change. It funds easily accessible information and fun activities for communities such as Climate Food Flashcards, Farming for the Future workshops and the free e-book *Food and Climate Change – Without the Hot Air*.



Figures from 2015-2020.



## LEARNING AND STUDENTS

### Study programmes

Our BA Geography students undertake a Food and Farming unit covering hunger, ethical consumerism, environmental sustainability, animal rights and social equity. Bioscience undergraduates take a Plants for the Future unit exploring how plant biology can address social and environmental challenges. Through a Green Biotechnology unit, students engage with the latest developments in sustainable food production, energy generation and pharmaceutical production.

# 6,335

meals provided for homeless people and those in food poverty over a two year period through our Students' Union bar pay-it-forward partnership with Foodinate.

**320** students graduated in agriculture and aqua-culture courses

Student engagements with units on SDG 2

**1,623**

1,159 direct  
(0.50% of all engagements)

464 indirect  
(0.20%)

Units on SDG 2

**36**

27 direct  
(0.80% of all courses)

9 indirect  
(0.27%)



### Manchester Central Foodbank

Since its inception in 2013, the UK's first student-led and campus-based foodbank – [Manchester Central Foodbank](#) – has helped thousands of locals with food insecurity. This included developing an online store and delivery system for vulnerable and isolated people, and providing 70,000 meals during the pandemic in 2020.

## OPERATIONS

### Kindling Trust

We support the [Kindling Trust](#), a local organisation aiming to combat climate change, biodiversity loss, and economic inequity, by challenging and subverting the industrial food system. We buy vegetables through Kindling's operatives and have taken shares in Kindling Farm – a new blueprint for fair, organic and ecological farming.

### Community fridge

Our student-run, campus zero waste shop, Want Not Waste, holds a [community fridge](#). This contains food from unsold meals offered by local businesses and surplus raw ingredients provided by our catering outlets. Stocking these items combats local food waste while helping to tackle food insecurity within our own University community.

# 232 tonnes

of food waste was sent for anaerobic digestion rather than disposal

# 3 GOOD HEALTH AND WELL-BEING



## Ensure healthy lives and promote well-being for all at all ages

### RESEARCH

#### Tackling groundwater arsenic and health inequalities in India

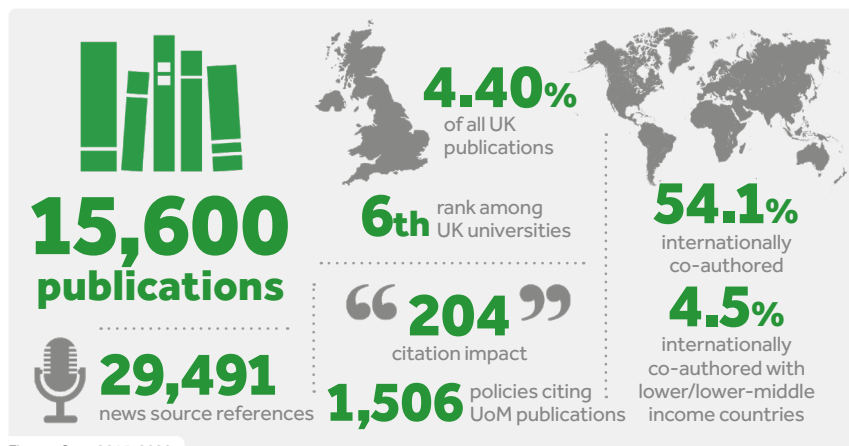
In northern India's rural communities, increased exposure to high concentrations of arsenic and other chemicals found in groundwater has contributed to a rise in cancer and cardiovascular disease, adding to the public health inequalities and poor health outcomes of the region. Our Department of Earth and Environmental Sciences has shown the importance of rice as an exposure route for inorganic arsenic where microbes promote its release from materials such as sand and silt. [This research](#) led to recommendations focusing on rice selection and preparation techniques, highlighting the dangers of groundwater irrigation.

#### Preventing cardiovascular disease through smart technologies

Our academics are part of a collaboration to improve [cardiovascular care in Indonesia](#). The team trained local health workers (kaders) on cardiovascular disease, risk factors and the technical use of an app called SMARThealth, benefiting 48,000 people.

#### On Air Quality

We published a [collection of essays](#) and policy recommendations highlighting the impact of air quality on health.



Figures from 2015-2020.

### PUBLIC ENGAGEMENT

3

#### Protecting Kenyan communities against COVID-19

Our School of Environment, Education and Development and Faculty of Biology, Medicine and Health [worked with partners in Kenya](#) to undertake initial surveys and set up a campaign to engage more than 200,000 people to change behaviour and improve knowledge surrounding coronavirus and the use of face masks.

#### Community mapping



Our School of Environment, Education and Development regularly conduct [#Huckathon](#) sessions to engage hundreds of volunteers to remotely map hidden villages, roads and dwellings to target health interventions.

#### Major limb loss

Our academics are working to mitigate the cultural, organisational and technical challenges faced by patients suffering from [major limb loss in post-conflict settings](#) in East Africa.

#### Educating diverse communities about parasitic infections

Our [researchers studying parasites](#) have engaged diverse communities in the UK and Madagascar to share research findings and develop resources and toolkits to raise awareness, understanding and dialogue about parasitic worm infection.





## OPERATIONS

3

### Health Innovation Manchester



[Health Innovation Manchester](#) works to develop and deploy new solutions that improve the health and wellbeing of Greater Manchester's 2.8m citizens. We work in partnership with other regional institutions, authorities and health experts to respond to healthcare challenges across Greater Manchester and drive national and global innovation agendas in frontline care.

### Sports participation

Our [Sporticipate](#) programme serves to provide free and low-cost entry-level sport sessions for the University and wider community. Sports staff also facilitate volunteering by colleagues and students for the good of local organisations.

### Green spaces, health and wellbeing

Our [Natural and Cultural Health Service](#) is a programme of outdoor activities run by the Whitworth to promote good physical and mental wellbeing.

Staff, students and the public are also encouraged to use our FIRS botanical gardens to bring gardening, wellbeing and botany to more people.

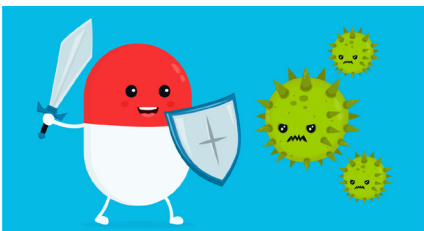
**50+** health partnerships developed in the global south in support of the UN SDGs

## LEARNING AND STUDENTS

### Study programmes

We have the UK's largest medical school and are the biggest provider of graduate healthcare professionals to the NHS in England's north-west. We also offer pioneering professional programmes in areas including global health, humanitarianism and international healthcare leadership.

### Action on antibiotics



Our Faculty of Biology, Medicine and Health has successfully established a programme [Action on Antibiotic Drug Resistance: One Student. One Campus. One World.](#) We're now working to create a wider student-led network with other universities in the north-west and across Africa.

Student engagements with units on SDG 3  
**52,273**  
22,450 direct (9.68% of all engagements)  
29,823 indirect (12.86%)

Units on SDG 3  
**820**  
505 direct (15.01% of all courses)  
315 indirect (9.36%)

### Humanising Healthcare

Our [Humanising Healthcare](#) initiative embeds community service and engagement within dentistry, pharmacy and optometry programmes. It supports students to deliver essential healthcare and education to communities as part of the curriculum and encourages global volunteering and the development of civic values and skills in the future health workforce.

**3,787** students graduated in healthcare-related disciplines

**600** doctors graduate every year

**400** nurses graduate every year

**250** pharmacists graduate every year

# 4 QUALITY EDUCATION



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

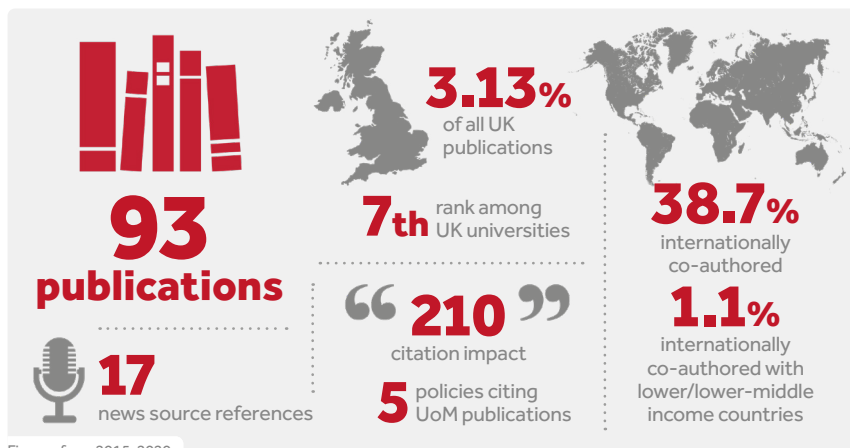
## RESEARCH

### Diversifying the school history curriculum

The collaborative [History Lessons](#) research project found that young people were keen to learn more inclusive histories but teachers needed additional support and new resources for a more inclusive curriculum. We developed [Our Migration Story](#) with The Runnymede Trust and University of Cambridge, creating multiple award-winning web resources, lesson plans and classroom activities exploring the opportunities and the challenges faced by Britain's migrant communities.

### #BeeWell: Greater Manchester wellbeing

Experts from our Manchester Institute of Education are working with the Greater Manchester Combined Authority and all of the city-region's secondary schools on a pioneering [#BeeWell](#) project. The first of its kind in the UK, this project will survey and create a dynamic online data dashboard on wellbeing, enabling teachers and leaders to use it as part of a continuous cycle of improvement. This will provide evidence to inform local and national governmental policy for young people's wellbeing.



Figures from 2015-2020.

## PUBLIC ENGAGEMENT

4

### IntoUniversity Manchester North



We partner with the [IntoUniversity Manchester North](#) educational charity to support and engage some of the most disadvantaged young people in Manchester. IntoUniversity helps young people to attain a university place or another chosen aspiration. 71% of its students progress to university compared with 43% of students from similar backgrounds nationally.

### Great Science Share for Schools

Our Science and Engineering Education Research and Innovation Hub undertakes a range of public engagement campaigns such as the [Great Science Share for Schools](#) and the [Greater Manchester Engineering Challenge](#), enhance the University's work in broadening the pipeline of young people with an interest in STEM subjects.

### Imagine Me Stories

Our Faculty of Biology, Medicine and Health partner with Manchester Metropolitan University and Keele University on [Imagine Me Stories](#), a school library diversity initiative, designed to tackle under-representation in UK school libraries by curating diverse resources and promoting better representation in literature for all students.



Student engagements  
with units on SDG 4

**16,130**

**11,397 direct**  
(4.91% of all engagements)  
**4,733 indirect**  
(2.04%)

Units on SDG 4

**204**

**156 direct**  
(4.64% of all courses)  
**48 indirect**  
(1.43%)

## LEARNING AND STUDENTS

### Inclusive, sustainable and equitable education

Alongside our conventional course units, we offer a range of interdisciplinary units open to all students that ensure inclusive, sustainable and equitable education. These include [Creating a Sustainable World: 21st Century Challenges and the Sustainable Development Goals](#) and [Equality, Diversity and Inclusion: Your Role in Shaping a Fairer World](#).

### Massive Online Open Courses (MOOCs) and professional programmes

We offer expert-led, free [MOOCs](#) and paid continued professional development courses in a wide range of subject areas. These include: civil engineering, business and management, healthcare ethics and law, including a free Prometheus programme to support executive-level learning and development for UK third-sector professionals.



### Educating the region's school children during lockdown to minimise disadvantage

During the pandemic and ensuing lockdowns of 2020, our partnership with the [Tutor Trust](#) charity provided online sessions to ensure disadvantaged students didn't suffer the risk of falling behind in their education without regular teaching in the classroom. Students from The University of Manchester make up more than half of those who work as Tutor Trust tutors in Manchester.

**1,627**

new students were the first-generation in their families to go into higher education

**650**

teachers are trained by the University each year

**736**

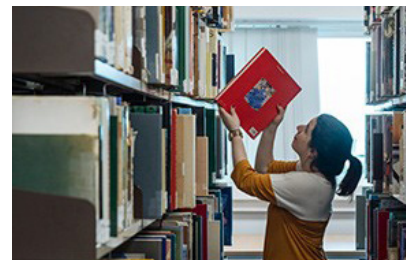
of our graduate teachers are currently working in local primary and secondary schools

## OPERATIONS

### ProjectInc

Our [Manchester Museum](#) hosts and partners with ProjectInc, a Specialist College for Creative Education, in order to make our cultural institutions more inclusive, engaging and creative for neurodiverse young people.

### Library and open access



Our [University Library](#) is one of only five National Research Libraries in the UK. It offers reference facilities to north-west sixth-form and mature students and their teachers to help with A-level, vocational and access course work.

### School Governor Initiative

Our multi award-winning [School Governor Initiative](#) supports the leadership and development of local state schools and colleges by encouraging our staff and alumni to become school governors.

**1,300**

staff and alumni volunteer as school governors, benefiting

**400,000+**

pupils each year

# 5 GENDER EQUALITY

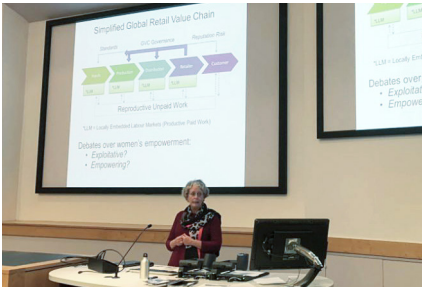


## Achieve gender equality and empower all women and girls



5

### RESEARCH



#### Gender equality in global value chains

Our research into agriculture and apparel sectors in Africa, Asia and Latin America, and collaboration with three large UK retailers, has led to more than 390,000 workers in value chains in low- and middle-income countries directly benefiting

from the implementation of gender-equitable strategies. More than one million workers have been indirectly advantaged through opportunities for women to advance to leadership positions and new strategies from companies that have the potential to reach 33 million workers in 180 countries.

#### On Gender

We produced *On Gender* to identify what we know – and what we need to know – about gender inequality in tackling the big policy agendas devolved to Greater Manchester and other areas with devolution deals. These areas include: ageing, labour markets, education, parenting and sexual violence.

### PUBLIC ENGAGEMENT

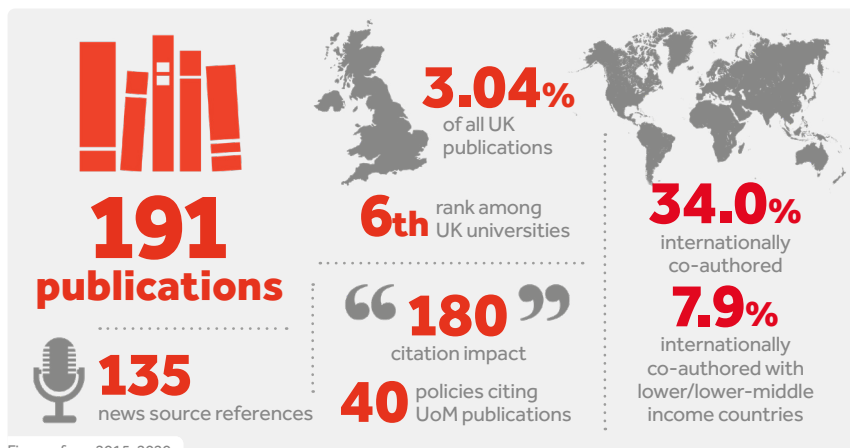
#### Women in STEM

We have a range of initiatives that empower women and girls to enter predominantly male fields such as science, technology, engineering, and mathematics (STEM).

Our academics have set up ScienceGrrl – a grassroots network to address the under-representation of women in science and engineering. A [Women in Environmental Science](#) group has been established to create space for environmental discussion among women from diverse backgrounds. We also host [Girls Night Out](#) – a twice-yearly event at our [Jodrell Bank Discovery Centre](#) to celebrate and encourage females to pursue careers in STEM.

#### #LetsTalkLynch campaign

We partnered with gynaecological cancer charity The Eve Appeal to raise awareness of [our research into Lynch syndrome](#) and what it means for cancer screening practices. We created a series of short videos outlining this research, what it means, and the real stories of women and families who have been affected by Lynch syndrome and Lynch-related cancer.



Figures from 2015-2020.



## OPERATIONS

### Gender equality

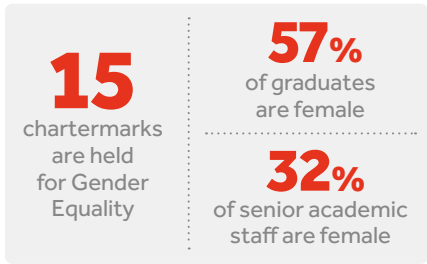
We recognise and value unpaid care and domestic work, which can often fall disproportionately on women. We therefore strive to provide a range of policies and schemes that promote shared caring and domestic responsibilities. These include our [Parental Leave](#) policies, provision of our two subsidised [campus nurseries](#), and our new policy to trial [hybrid working](#), which will support greater inclusion and flexibility for our staff.

### Gender pay gap

Our [Gender Pay Gap](#) report measures differences between the average (mean and median) earnings of men and women who work at our University. The median gender pay gap (GPG) is 11.8% while the mean is 17.2%, which is caused by the under-representation of women in senior roles. We therefore aim to increase the number of women who are senior lecturers, readers and professors (currently 32%) until they are representative of the pool of women at lecturer level (currently 47%).

### Gender equality policies

Our [Equality and Diversity](#) policy prevents discrimination based on gender and/or sex. Our [Dignity at Work and Study](#) policy covers harassment and discrimination against women. Our [Report and Support](#) system addresses alleged cases of bullying, sexual harassment and discrimination.



## LEARNING AND STUDENTS

### Study programmes

Gender equality is embedded across our whole curriculum and a wide range of our degrees offer modules on gender and sexuality. For example, Religion and Theology students assess the impact of changing gender roles on religious traditions while master's students in Gender, Sexuality and Culture bring together scholars from many different fields to explore feminist and queer theory, sexual identities and gender history.

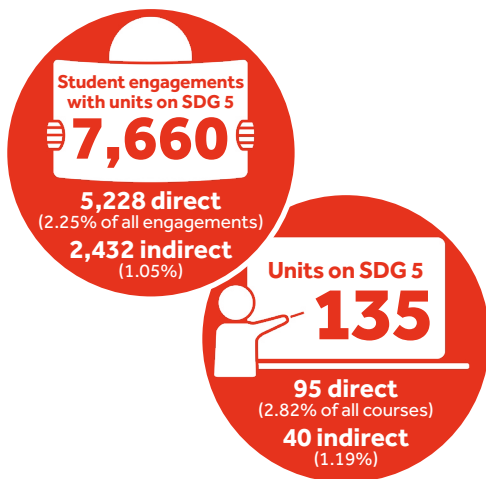


### Students' and women's rights

Our students started a Misogyny Is Hate campaign leading to the government directing police to record crimes motivated by a person's sex or gender for the first time. Our Students' Union also runs [Reclaim the Night](#) resulting in around 2,000 women marching the streets each year to raise awareness of sexual harassment and gender-based violence.

### Girl Guides Rwanda remote volunteering

We work in collaboration with [Association des Guides du Rwanda](#) (AGR) to provide volunteer opportunities for students to help girls and young women in Rwanda acquire skills for their development and to become agents of positive change.



# 6 CLEAN WATER AND SANITATION



## Ensure availability and sustainable management of water and sanitation for all

### RESEARCH

#### UK river microplastic pollution

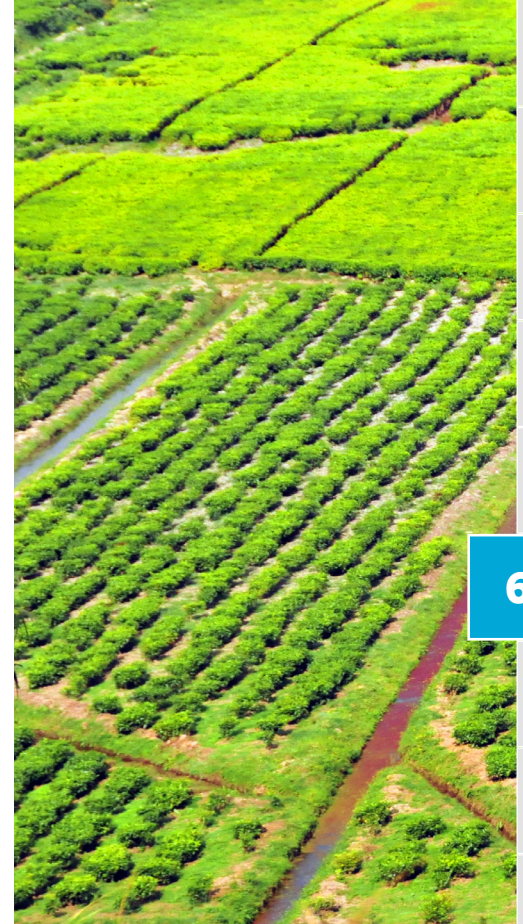
Researchers from our School of Environment, Education and Development have found a [direct link](#) between the disposal of untreated wastewater with raw sewage and microplastic contamination of river habitats. Having highlighted the alarming levels of microplastic pollution in UK rivers and the evidence of poor regulation, our academics are now calling for urgent action by governments and regulators to protect our rivers.



salts out of water, making it safe to drink. This [game-changing technology](#) is more efficient and affordable than other desalination technologies and could provide affordable and sustainable clean water solutions to millions of people.

#### Graphene water filtration

Our National Graphene Institute Membranes Lab has pioneered a graphene-oxide membrane that can filter



6

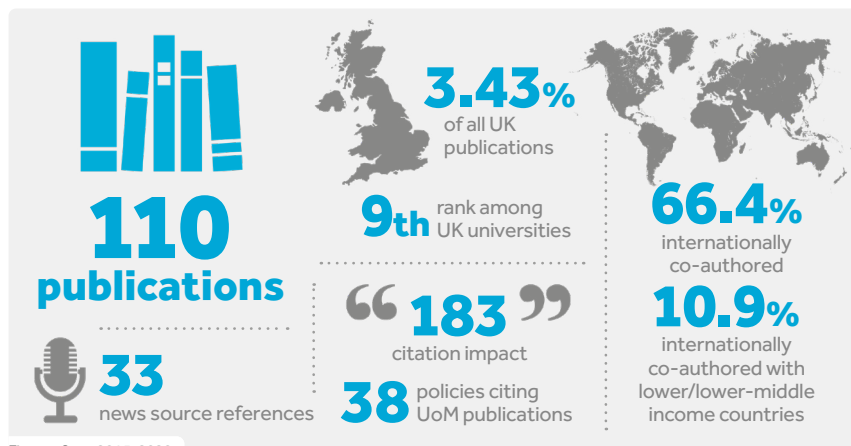
### PUBLIC ENGAGEMENT

#### Smallholder irrigation development

Millions of smallholder farmers worldwide lack access to reliable and cost-effective water supplies for irrigation. We're working with small-scale farmers in [Africa](#) and [Asia](#), governments and development agencies to design and assess technological, economical and institutional solutions to improve water access, livelihoods, and resilience to climate change.

#### Right to Water app

We're working in partnership with the community activist group, Pani Haq Samiti in Mumbai, on a [Right to Water](#) mobile app and campaign to identify and remove barriers to the approval process for water connections.



Figures from 2015-2020.



## OPERATIONS

### Tap water

Staff and students can request [free tap water](#) to fill water bottles at 41 free dispensers in University buildings and 1,200 bathrooms, 800 of which are publicly accessible.

### Female sanitation

We've worked with our Students' Union and current Women's Officer to initiate and fund a new scheme providing [free period products](#) for our students, helping to combat period poverty and ensure sanitation for all.

### Water procurement

We sell exclusively [One Water](#) on campus, an ethical company that donates all of its profits to fund clean water systems in Africa while costing the same as other water brands.

### Sustainable urban drainage

We utilise sustainable water extraction technologies on associated University grounds off campus. This includes using [sustainable urban drainage](#) techniques to minimise surface water run-off and flood risks in an environmentally friendly way, by mimicking natural water systems such as ponds, wetlands, swales and basins.

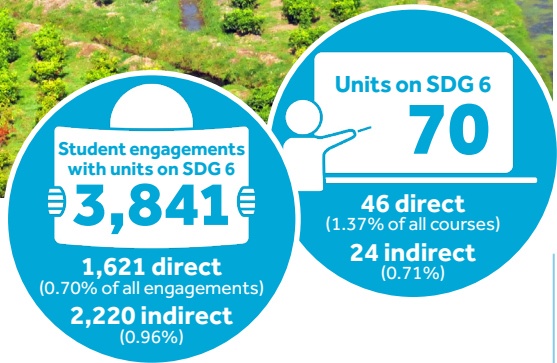
## LEARNING AND STUDENTS

### Study programmes

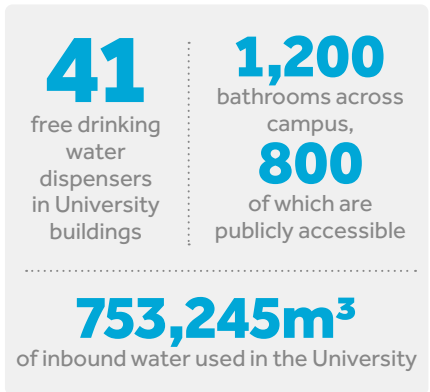
We deliver cutting-edge teaching on clean water and sanitation. For example, Civil Engineering students take a course unit on water engineering, which covers water and wastewater treatment and resource management. Master's students in Environmental Monitoring, Modelling and Reconstruction are offered a unit on water movement that looks at solutions to groundwater contamination.

### Massive Online Open Courses (MOOCs)

With half a billion people worldwide having poor water supplies and two billion with poor sanitation facilities, our two [free MOOCs](#) open up access for citizens and leaders around the world to explore what can be done to solve this complex global issue.



**20,000+** learners globally have benefited from our free MOOC programmes on water supply and sanitation



# 7 AFFORDABLE AND CLEAN ENERGY



Ensure access to affordable, reliable, sustainable and modern energy

## RESEARCH

### Creating a fairer and greener energy supply

Our Department of Electrical and Electronic Engineering and Tyndall Manchester have been collaborating with Electricity North West to help better manage its network, improving sustainability and saving money for the company and customers alike. [Our research](#) with them addressed three key areas that impact electricity supply: smart distribution networks for managing supply with demand; managing power flow fluctuations; and assessing the carbon footprint of different network investment options. Our work led to changes in their network investment, enhancing renewable energy sources and reducing

energy bills for customers. This work could fundamentally change electricity supply in the UK, with approval being agreed for national rollout.

### On Energy

Energy is one of our five [research beacons](#) and we have more than 600 academics addressing sustainable energy challenges. Our [On Energy](#) publication is a collection of thought-leadership pieces from a selection of our staff, bringing together expert commentary, analysis and policy recommendations on issues such as climate change, fuel poverty, energy storage, and the economic viability of nuclear power and multi-energy systems.



## PUBLIC ENGAGEMENT

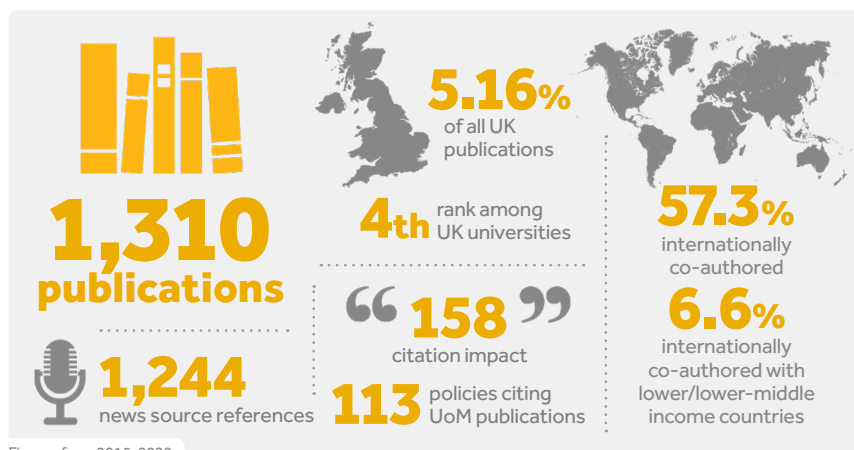
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### Energy poverty

Our researchers have established a framework to explain how domestic energy deprivation affects households and communities. Through a prolific programme of European-wide engagement – 100 events, 200 high-level presentations, ten policy briefs, two sets of EU member state energy poverty reports, and three pan-EU energy poverty reports – [our research](#) shaped the policy direction of the European Commission's Vulnerable Consumer Working Group, the body responsible for developing EU energy policy.

### FutureDAMS Approach

As part of our world-leading FutureDAMS programme we've produce a [guide](#) to propose a series of steps and principles for conducting public, private and community stakeholder engagement in decision-making around water–energy–food–environment (WEFE) interventions. This is underpinned by the principle that better decisions are generated when a broad range of stakeholders are included in a genuinely participatory manner.



Figures from 2015-2020.



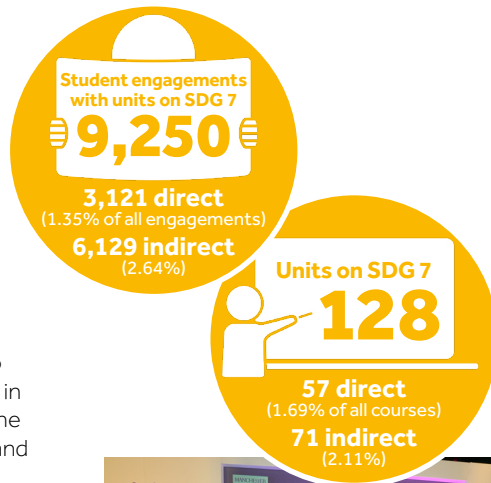
## LEARNING AND STUDENTS

### Study programmes

Our Contemporary Themes in Chemistry unit enables students to appreciate the role chemistry plays in tackling sustainability, energy and the environment. Our Energy, Society and Space in Geography unit examines scientific and political issues associated with energy provision and demand. Our master's unit in Renewable Energy and Clean Technology equips students with a detailed understanding of solar, wind and marine energy generation technologies.

### Manchester Energy and Environment Society

Our [Manchester Energy and Environment Society](#) brings energy-related events to the University and bridges the gap between students and academics working in renewable energy and the environment through networking and sharing knowledge on the use of renewable and low carbon energies.



### Venture Further

Our £75,000 annual [Venture Further](#) start-up competition is for current students, researchers and recent graduates. One of the competition's categories is for business ideas aligned to SDG 7— Affordable and clean energy.

## OPERATIONS

### University investments

We have a [University policy](#) on divesting from carbon- intensive energy industries. Our entire investment portfolio is going through a staged divestment based on carbon intensity as well as fossil fuel reserves and extraction.

### Renewable energy

Our electricity consumption is backed with [REGO](#) (Renewable Energy Guarantees of Origin) certification. This means that for every megawatt (1,000kWh) of electricity the University consumes, the equivalent volume of electricity is generated from renewable sources.

### 100% renewable

our electricity consumption is backed with Renewable Energy Guarantees of Origin certification

**847,866GJ**  
energy used per annum



# 8 DECENT WORK AND ECONOMIC GROWTH



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

## RESEARCH

### The Productivity Institute

Our Alliance Manchester Business School hosts [The Productivity Institute](#) – a new UK-wide £32 million research organisation exploring what productivity means for business, workers and communities, how it is measured and how it contributes to increased living standards and wellbeing. It will help pinpoint the causes of stagnation in UK productivity and lay foundations for sustained and inclusive growth by directly informing government policies and business strategies.

### Influencing international and national employment policies to promote inclusive labour markets

Our Work and Equalities Institute is providing the evidence base to inform global employment debates and policies. Research is undertaken in three key areas: minimum wage and collective bargaining; the gender pay gap; and precarious work. This work is [shaping guidance](#) produced by international policy bodies, national policies of multiple countries, and providing evidence for European trade unions in their interactions with EU and national policymakers.



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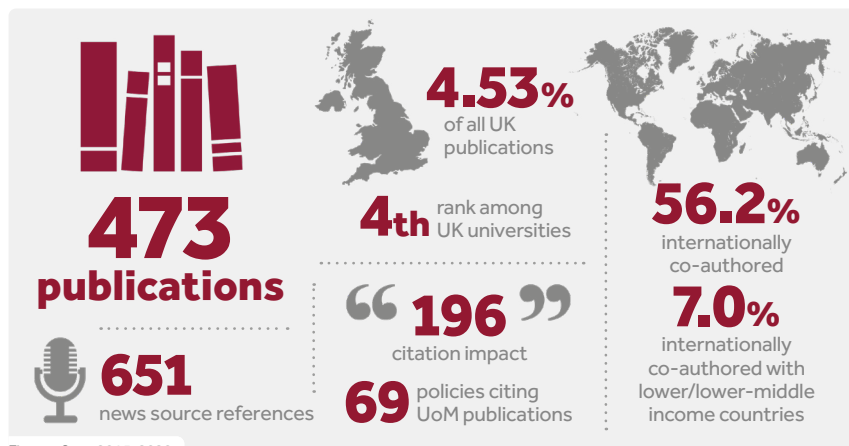
## PUBLIC ENGAGEMENT

### Good employment

Our Alliance Manchester Business School has partnered with regional organisations and authorities to create the [Greater Manchester Good Employment Charter](#), which aims to advance decent work and employment standards across our city region. We've also joined campaigns with Citizens UK to highlight our role as a living wage organisation.

### Capacity-building for NGOs, businesses and government

We deliver free activities and resources for the public, private and third sector including vocational training, executive education and continued professional development. We've helped create a pioneering [NGO Explorer](#) to build networks, increase transparency and provide potential for commissioning of work with NGOs through a searchable database. Our annual [Prometheus programme](#) offers learning and development opportunities for third-sector leaders to make their organisations grow and be economically sustainable.



Figures from 2015-2020.



## OPERATIONS

### Innovation GM

We're working with leading innovators from business, science, academia and local government to develop Innovation GM – a new partnership to form the basis of a collaboration deal with government to create as many as 100,000 new jobs and boost the economy by £7 billion.

### ID Manchester

ID Manchester is a trailblazing new innovation district in the city of Manchester. It is a 50:50 joint venture between the University and Bruntwood SciTech and has the potential to create more than 10,000 new jobs in the next 10 to 15 years by providing specialist infrastructure to unlock and commercialise R&D innovation and create sustainable growth and employment opportunities.

### Living wage

As an accredited Living Wage Employer, our 10,000+ staff are paid at least the voluntary living wage level in the UK set by the Living Wage Foundation.



<b>92%</b> of staff have contracts of more than 24 months	<b>Promotion</b> of flexible, hybrid and inclusive working policies
<b>Gender paygap report</b> published annually	

## LEARNING AND STUDENTS

### Study programmes

Our students are learning about how to promote inclusive and sustainable economic growth, employment and decent work for all. For example, our undergraduate Management degree has a specialisation in sustainable and ethical business. Our master's students in Development Economics and Policy learn about contemporary economic theories, applications and methods relevant to developing and transitional economies.

### Work experience bursaries

We recognise there are barriers for some of our students in accessing appropriate work experience. We offer **financial support** for full-time undergraduates of all years to undertake career enhancing work experience, helping those who otherwise couldn't have afforded it.

### Workplace Ethics Challenge

Our **Workplace Ethics Challenge** provides third-year undergraduates with skills and experiences on fairness in work and helps them stand out in a competitive graduate job market.

<b>94%</b> of our students find employment or enter further study following graduation	<b>952</b> students undertook work placements of more than one month
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<b>Units on SDG 8</b> <b>693</b> <b>266 direct</b> (7.90% of all courses) <b>427 indirect</b> (12.69%)	<b>Student engagements with units on SDG 8</b> <b>55,512</b> <b>15,468 direct</b> (6.67% of all engagements) <b>40,044 indirect</b> (17.26%)
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## Build resilient infrastructure, promote sustainable industrialisation and foster innovation

### RESEARCH

#### Innovation research

At Manchester, we pride ourselves on our ability to think differently and pioneer innovations across multiple sectors:

- Our [Digital Futures](#) network is helping communities, business and governments drive digital innovation.
- [Health Innovation Manchester](#) is discovering, developing and deploying new solutions to improve the health and wellbeing of the region.
- [Henry Royce Institute](#) is a UK national institute for advanced materials research.

- [National Graphene Institute](#) and [Graphene Engineering Innovation Centre](#) drive the application of graphene and other 2D materials in energy storage, nanomedicine and water purification.

#### Advancing STEM skills in Africa

Our Jodrell Bank Centre for Astrophysics is using its global research status to advance innovative [STEM training and infrastructure development for research communities across Africa](#). This includes the Development in Africa with Radio Astronomy and Big Data programmes, supporting self-sustaining research communities and investment in new research infrastructure in Africa.

### PUBLIC ENGAGEMENT

#### Great Science Share for Schools

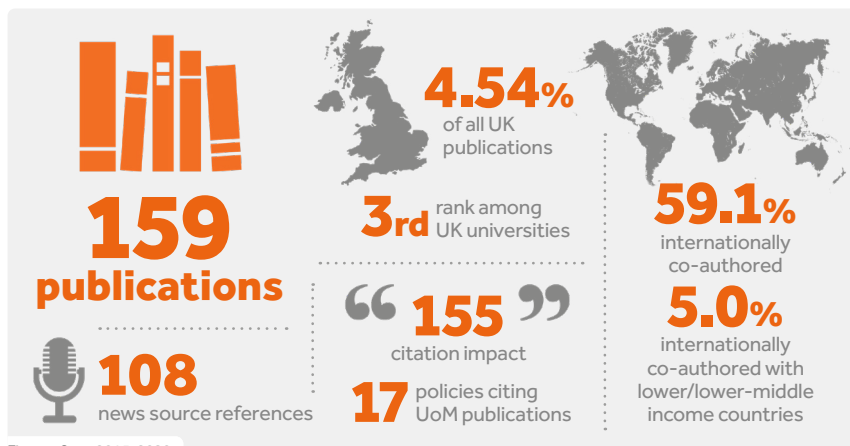
The [Great Science Share for Schools](#) aims to raise the profile of science in schools and communities, and inspire young people into science and engineering. The campaign has formed industry partnerships with Siemens, The Royal Society, The Ogden Trust, BASF and many more and engaged 211,898 young people with science learning related to real-world issues in 2021.

#### Manchester Innovation Labs

Our [Manchester Innovation Labs](#) provide a robust, effective means of co-developing research projects with companies to address a business need.

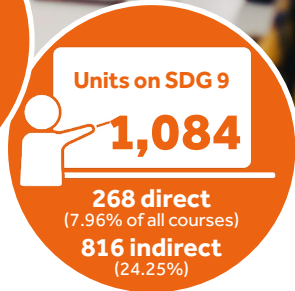
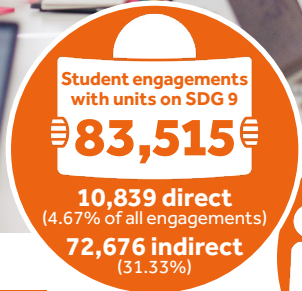
#### Research income per annum

Medicine  
**£134m**  
STEM  
**£172m**  
Humanities  
**£18m**



Figures from 2015-2020.





## LEARNING AND STUDENTS

### Study programmes

We deliver undergraduate programmes in Innovation, Strategy and Entrepreneurship and master's programmes in Innovation Management and Entrepreneurship. We also integrate **industrial experience** into a wide range of science, engineering, health and social science programmes.

### Masood Entrepreneurship Centre

Our **Masood Entrepreneurship Centre** is a focal point for enterprise and entrepreneurship in our Alliance Manchester Business School, developing entrepreneurial skills in students, staff and graduates.

### Manchester Enterprise Challenge

Our students are able to undertake an **Enterprise Challenge**, which combines enterprise units with a community-based enterprise project with not-for-profit organisations.

### Knowledge Transfer Partnerships

We've been placed top in the UK for our Knowledge Transfer Partnerships. Through our structure and funding support, we place graduates to assist businesses in addressing key innovation challenges.

## OPERATIONS

### MECD

Our recently constructed **Manchester Engineering Campus Development (MECD)** is creating an environment for the brightest engineers to innovate.

### Innovation GM

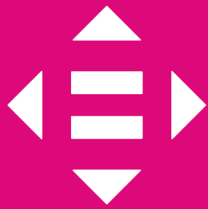
We're working with leading innovators from business, science, academia and local government in developing Innovation GM – a new partnership to form the basis of a collaboration deal with government to create as many as 100,000 new jobs and boost the economy by £7billion.

### Manchester Innovation Factory

Our **Manchester Innovation Factory** helps protect and commercialise our innovations and intellectual property by creating 15 to 20 new spin-out companies each year based on our novel ideas.



# 10 REDUCED INEQUALITIES



## Reduce inequality within and among countries

### RESEARCH

#### Global inequalities

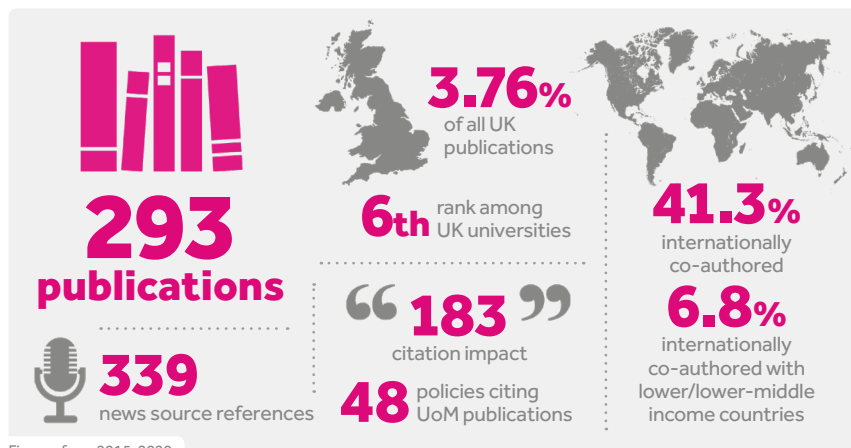
Global inequalities is one of our five [research beacons](#) and we support dedicated Institutes, Centres and Networks to foster world-leading interdisciplinary research into making our city, nation, and world a fairer and more equal place to live.

#### Work and Equalities Institute

Our [Work and Equalities Institute](#) identifies and promotes the conditions for more inclusive and fair work and employment arrangements. The research explores challenges for equality, fairness and sustainability in the workplace, and considers how employers are responding to the challenge of an increasingly diverse workforce and what new institutions are needed to enforce fair rights and responsibilities at work.

#### Independent Inequalities Commission

Our experts joined an [Independent Inequalities Commission](#) to help set out a range of measures for tackling inequality and transforming public policy across Greater Manchester. The Commission outlined specific, ambitious recommendations for the future of our city-region covering economic growth, health, wellbeing, jobs, housing, transport, skills and training which will be embedded within public service delivery at all levels and informs the elected Mayor's next Greater Manchester Strategy.



Figures from 2015-2020.

### PUBLIC ENGAGEMENT

#### Race Archives and Community Engagement (RACE)

Our University Library hosts the [Ahmed Iqbal Ullah RACE Centre](#) – an open access library and outreach facility, based in Manchester's Central Library. The Centre specialises in the study of race, migration and diversity, empowering communities with the information and knowledge they need to challenge racism.

#### Talking Migration

Academics from our Department of Politics have created [Talking Migration](#), a free, publicly accessible podcast filled with discussions, debates and interviews on all aspects of the politics of migration.

#### Cultures of Anti-Racism in Latin America (CARLA)

We've recently launched a three-year project: [Cultures of Anti-Racism in Latin America](#) (CARLA) exploring how artists in Argentina, Brazil and Colombia address racial diversity in their work and how they use their art to challenge racism.

#### Manchester urban villages

We used participatory methods to test a US-style '[village model](#)' of neighbourhood-based interventions to support people to age well within their communities.

#### Reducing inequalities through our cultural institutions

Following the 2020 Black Lives Matter movement, our gallery's [Whitworth Young Contemporaries](#) was motivated to create an [Other Utopia](#) zine which connected art, ideas and communities to challenge white narrative of its collections.

Our Museum's [Our Shared Cultural Heritage](#) youth project, funded by the Heritage Lottery Fund, utilises a range of engaging activities and events to explore and celebrate the shared histories and cultures of the UK and South Asia.

## OPERATIONS

### Equity and Merit Programme

Our [Equity and Merit Programme](#) supports the brightest minds from some of the least developed countries in Sub-Saharan Africa – Ethiopia, Malawi, Rwanda, Tanzania, Uganda and Zimbabwe – to develop skills for the sustainable development in their home countries. Thanks to funding by the University and the generosity of our donors, more than 300 international students have completed master's programmes with us.

### Zero tolerance

Our '[Speak Up! Stand Up!](#)' and reporting procedures through our [Dignity at Work and Study](#) Policy make it clear that we take a zero tolerance approach to bullying, harassment, sexual harassment, discrimination or victimisation, by any members of our community.

## LEARNING AND STUDENTS

### Study programmes

Students address inequalities in a wide range of modules. These range from undergraduate Sociology students examining social inequalities in contemporary Britain, right through to master's programmes in International Development.



### Diversity monitoring

Our latest [Equality, Diversity and Inclusion \(EDI\) annual report](#) shows that:

- **6.3%** of employees disclosed that they are disabled
- **16.9%** of staff declare they are Black, Asian or Minority Ethnic
- **50.5%** of our staff are female
- **7.8%** of staff classify themselves as gay, lesbian, bisexual or other
- **22%** of students are the first in their immediate family to gain a degree
- **1.1%** of students (407) are from low or lower-middle income countries as defined by the World Bank

### Equality marks

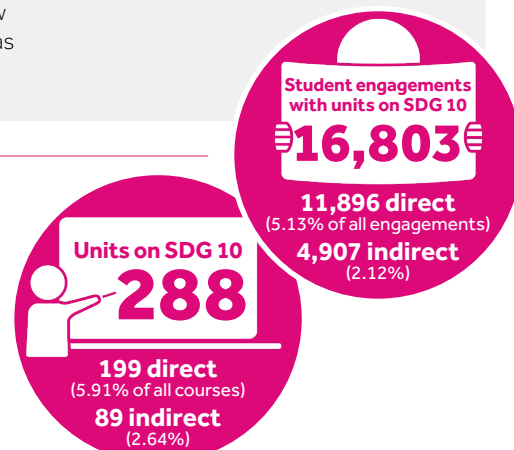
- Stonewall Top 50 employer for LGBTQ+ equality
- Bronze Award for Race Equality
- 15 Athena SWAN Chartermarks for Gender Equality
- Care Leaver Covenant signed to support care leavers to live independently
- University of Sanctuary status in support of our work with refugee and asylum seeker students

### Social Justice Challenge

All second-year students can take part in our [Social Justice Challenge](#), an online programme exploring key issues relating to migration, homelessness, education, mental health, energy and trade.

### EDI interdisciplinary module

Our new interdisciplinary unit [Equality, Diversity and Inclusion \(EDI\): Your Role in Shaping a Fairer World](#) is open to all undergraduate students and empowers them to take responsibility for promoting inclusive approaches to study and work.



### Student Action for Refugees

Our students are involved in volunteering and campaigning with the Manchester branch of [Student Action for Refugees](#) (STAR) to support those in need of refuge in the UK.

# 11 SUSTAINABLE CITIES AND COMMUNITIES



Make cities inclusive, safe, resilient and sustainable

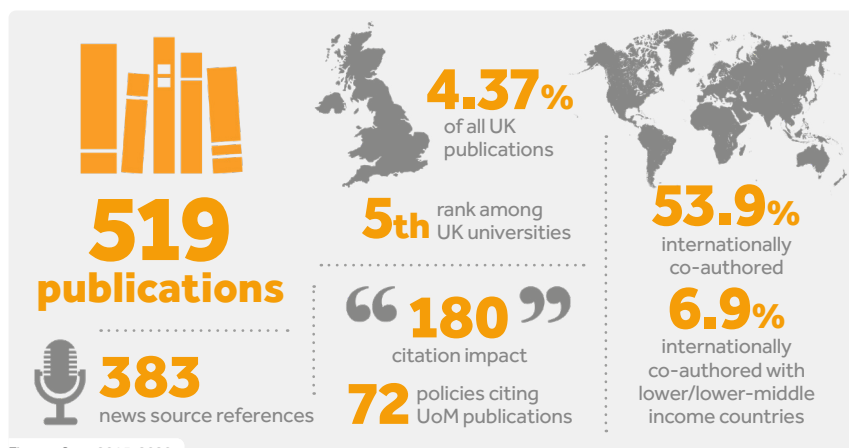
## RESEARCH

### Mobilising Urban Living Labs to create sustainable infrastructure

Our research on [Urban Living Labs](#) has transformed sustainable infrastructure provision locally, and enhanced capacity in East Africa, South America and the Philippines. Locally we've shaped £26 million of infrastructure investment by Manchester City Council as well as replacing 20,000km of delivery van trips with e-cargo bikes. Globally, we've delivered walkability action plans and improved road safety for 5.8 million citizens across East Africa, South America and the Philippines.

### African Cities Research Consortium

Our [African Cities Research Consortium](#) (ACRC), funded by the UK's Foreign, Commonwealth and Development Office (FCDO) as part of UK Aid, will tackle complex problems in some of Africa's fastest growing urban areas. Over six years, our research will generate new evidence to catalyse integrated, sustainable, inclusive approaches to urban development in partnership with frontline humanitarian responders, effective policy influencers, local government networks and deeply rooted civil society groups.



Figures from 2015-2020.

## PUBLIC ENGAGEMENT



### Air quality

Our Policy@Manchester publication [On Air Quality](#) explores how air pollution affects public health, economic outcomes and acts to widen existing inequalities. Some of the recommendations include extending projects such as the [Manchester Urban Observatory](#) and citizen science projects like [Britain Breathing](#) to provide accurate on-the-ground information about poor air quality, which disproportionately affects already-disadvantaged communities. We've also helped create the [Clean Air for Schools Framework](#) which engages and educates the next generation to help them and their families make cleaner air choices.

### Towards Inclusive Environmental Sustainability

Our [Towards Inclusive Environmental Sustainability](#) research project is engaging with communities of Pakistani and Somali heritage (two of the largest and fastest-growing groups in Manchester) on research to understand how knowledge and practices of migrants from the Global South contribute to building just and sustainable cities in the Global North.

### Ageing-friendly culture

Our [Manchester Museum](#) is working with regional and national partners to host a pioneering [Creative Ageing Development Agency](#) (CADA) – a national organisation advocating for and supporting the culture sector to be more age friendly.





## OPERATIONS

### From 10,000 to 50,000 Actions

In 2016 we launched 10,000 Actions, the biggest environmental sustainability initiative in the UK higher education sector, with 50% of our 10,000+ staff accessing the platform. In autumn 2021, we've relaunched as **50,000 Actions**, expanding the platform to the whole of our student body.

### Cultural institutions



Our four key cultural institutions – the [Manchester Museum](#), the [Whitworth](#), [John Rylands Research Institute and Library](#) and [Jodrell Bank Discovery Centre](#) – provide access to more than one million visitors each year to engage with buildings, collections, monuments and natural heritage landscapes, advancing how our city and region can be inclusive, safe, resilient and sustainable.

### Sustainable travel

We received [platinum accreditation](#) from Transport for Greater Manchester (TfGM), recognising the University's contribution to sustainable low-carbon travel.

**£49.8m**  
spent on arts and heritage per annum

## LEARNING AND STUDENTS

### Study programmes

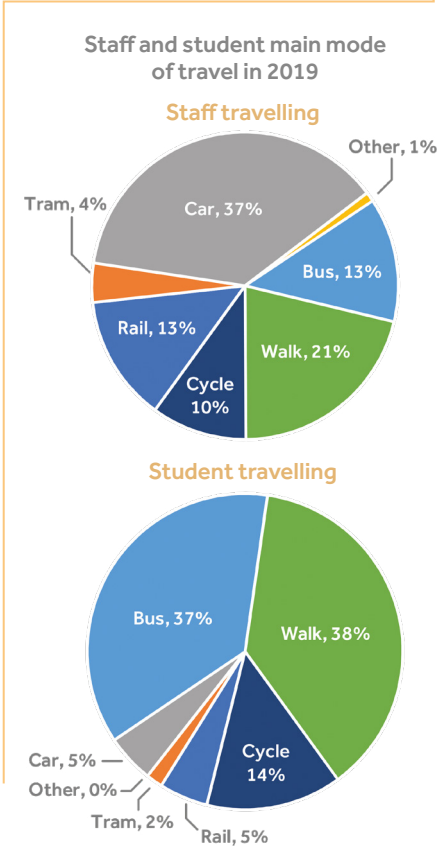
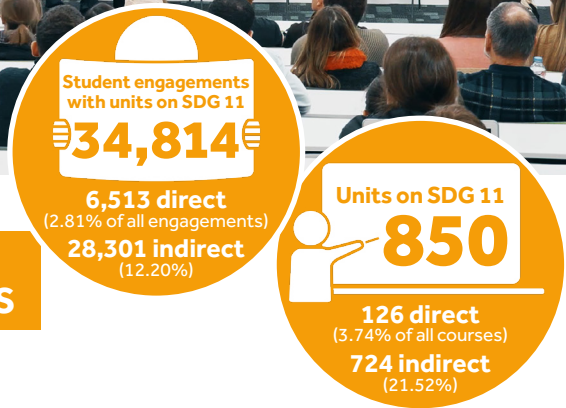
As tomorrow's professionals, students at Manchester are learning how to make cities inclusive, safe, resilient and sustainable. For example, undergraduate Environmental Management students and master's students in our Global Development Institute explore the challenges in creating green infrastructure in cities that are resilient to climate change.

### University Living Lab

Our [University Living Lab](#) applies the energy and expertise of students to real-world sustainability challenges by developing student projects with external organisations linked to the United Nations SDGs.

### Sustainable Cities MOOC

Our academics have contributed to a free [massive open online course](#) (MOOC) developed with Lund University, the World Wide Fund for Nature (WWF) and ICLEI – Local Governments for Sustainability. 83,000 students around the world have used this to explore key trends of urbanisation and sustainability and how to apply this in a real-world context.



# 12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Ensure sustainable consumption and production patterns



## RESEARCH

### Setting the standard for cleaner skies

Research from our School of Natural Sciences and the National Centre for Atmospheric Science formed an integral part of informing [new regulatory standards](#) on emissions of non-volatile particulate matter (nvPM), the metric used for aircraft emissions regulation. The work has enabled two new international standards for soot emission measurement; contributed to an aircraft emission regulatory update, affecting air quality around the world; and is also driving a reduction in global aviation soot in new aircraft engines.

### Sustainable materials research

Our [One Bin to Rule Them All](#) research programme has drawn on our [Sustainable Materials Innovation Hub](#) in our Henry Royce Institute, Tyndall Centre for Climate Change Research and Sustainable Consumption Institute to work with 17 industry partners and local authorities to address key challenges in the plastics life cycle. Researchers from our Sustainable Materials Innovation Hub are also working with the manufacturer Callaly to develop alternative [sustainable materials for menstrual hygiene products](#) to help combat the growing need for natural-renewable alternatives for plastics.

## PUBLIC ENGAGEMENT

### Great Science Share War on Waste

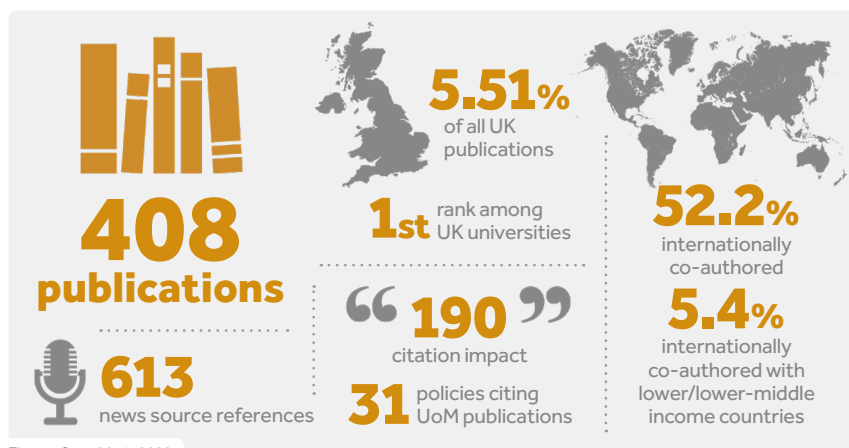
As part of our Great Science Share for Schools campaign, we compiled a series of resources to engage schoolchildren of various ages in [tackling waste](#) and promoting thinking around what we can reduce, reuse or repurpose. The programme engaged more than 200,000 learners around the world in 2021.

### SCI Festival

Our Sustainable Consumption Institute (SCI) held the [SCI Festival](#) in 2019 to celebrate a decade of existence and promote active discussion and networking among the public, practitioners and policymakers working on the front line of social change towards sustainability.

### Change Points

We worked with colleagues at The University of Sheffield on [Change Points](#) to develop new ways of understanding how householders' routine activities end up demanding resources, including energy, food and water. A key output was the co-design of a toolkit to support policymakers and other non-academic stakeholders interested in developing nuanced policy processes and business practices around household sustainability.

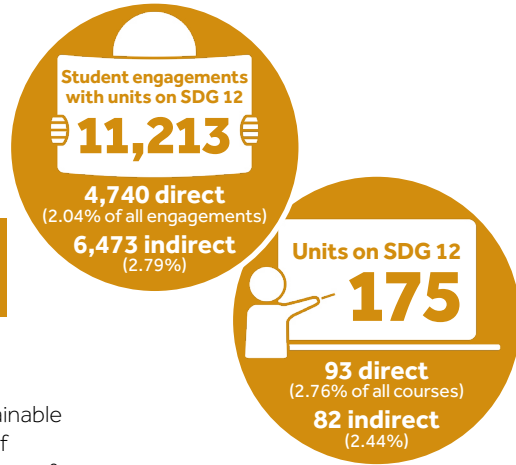


Figures from 2015-2020.

## LEARNING AND STUDENTS

### Study programmes

Our students learn about sustainable consumption and production of natural resources through a range of programmes. For example, Sociology students undertake a Sustainability, Consumption and Global Responsibilities unit exploring the ways consumers, businesses and governments are responding to the sustainability challenge. Chemistry undergraduates learn about how to advance cleaner, more efficient chemical reactions and alternative fuels through an Environmental and Green Chemistry unit.



### Want Not Waste

**Want Not Waste** is a student-run, zero-waste shop on campus, supported by the University to grow from a small stall operating out of our Students' Union, to owning its own independent unit. They've also developed a series of online resources to foster a community of knowledge sharing and inspiring pro-sustainable choices.

## OPERATIONS

### Sustainable Resources

Our [Sustainable Resources Plan](#) has been developed to focus on carbon reduction, energy efficiency, water conservation, sustainable travel, waste reduction, sustainable buildings (including technical spaces and construction), responsible purchasing, sustainable IT services and sustainable catering and conferencing.

Examples include our [Furniture Recycling](#) scheme where we actively reduce waste sent to landfill and a waste contract which ensures that all non-recyclable residual waste is sent to Materials Recovery Facility (MRF) where the product is used as a Refuse Derived Fuel (RDF).

### Social Value Portal

We've become the first higher education institution in the UK to adopt the [Social Value Portal](#), a leading online tool that helps organisations prioritise and measure their social value when they procure, or pay for, major services.



Fairtrade

**Certified Fairtrade**

university status since 2005

Waste

**3,980 tonnes**

generated

**1,600 tonnes**

recycled (40%)

**158 tonnes**

reused (4%)

**1,758 tonnes**

total reused and recycled (44%)

**94%**

of all waste diverted from landfill

Figures from 2018/19 excluding construction waste.



## Take urgent action to combat climate change and its impacts

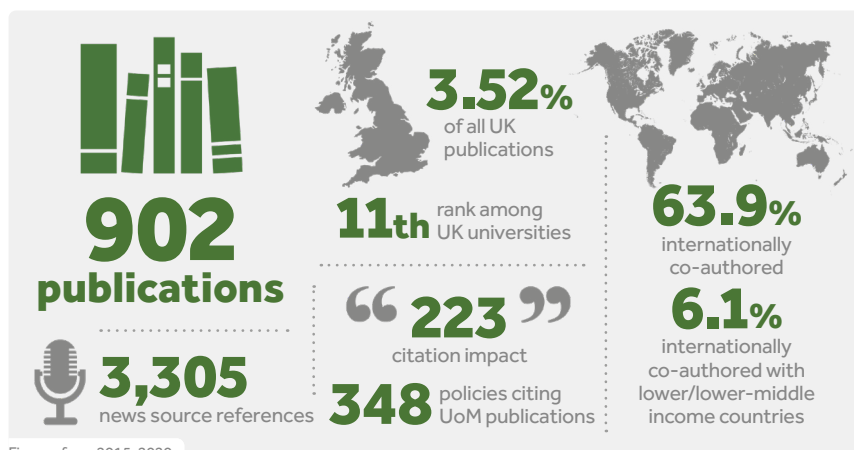
### RESEARCH

#### Empowering local climate change action

To enable the UK to deliver significant carbon emissions reductions, the University created the [Tyndall Local Carbon Budget Tool](#), helping cities, regions and organisations to play their part in achieving the global Paris Agreement. Building on the Setting City Area Targets and Trajectories for Emissions Reduction (SCATTER) project, this foundational research established the importance of embedding carbon budgets – rather than end point targets – in setting carbon reduction targets. It has been used by 250 UK local authorities, led local policymakers to focus on immediate emissions reductions and shaped global policy as part of the United Nations' Race to Zero initiative.

#### Changing how international policy organisations understand and manage environmental problems

[Research](#) by Alliance Manchester Business School has demonstrated how large-scale transitions are needed to deliver significant climate change. This has transformed how reducing greenhouse gas emissions is understood and addressed by the United Nations' Intergovernmental Panel on Climate Change (IPCC) and has fed directly into policy recommendations made by the European Environment Agency.



Figures from 2015-2020.

### PUBLIC ENGAGEMENT

#### Roots and Branches



Our Manchester Museum has been awarded Arts Council England and National Lottery Project Grant funding for an ambitious two-year [partnership project](#) in collaboration with Museum Development North West and the Carbon Literacy Trust to accelerate the museum sector's ability to respond to the climate crisis. The Museum will host the 'roots', creating a nationally significant co-working hub of cultural environmental action that will bring together museum staff, educators, environmentalists, artists, researchers, third sector organisations and students.

#### GrowGreen project

Our academics are involved in [GrowGreen](#), a five year, EU-wide project that promotes nature-based solutions to climate change. The project involves a range of citizens, business and public-private partnerships in neighbourhoods and across cities to promote learning, sharing and replicating nature-based solutions and strategies to urban sustainability challenges.

#### The carbon footprint of the music industry

Climate scientists at our Tyndall Centre have partnered with Bristol-based band Massive Attack, to jointly examine the [carbon footprint of the music industry](#). Utilising data from the Massive Attack touring schedule will provide information and guidance to the wider music industry to reduce negative environmental impacts.

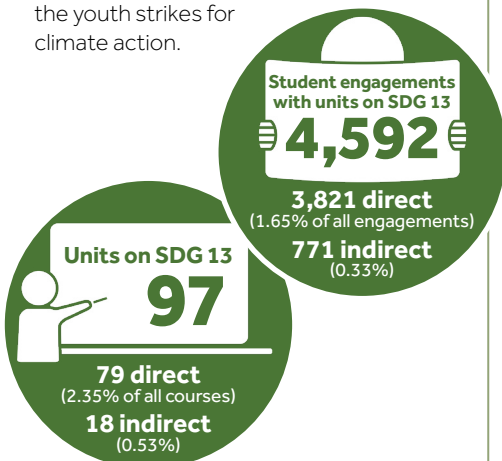
## LEARNING AND STUDENTS

### Study programmes

Our students are taking on the challenge of climate change across hundreds of undergraduate and postgraduate modules in the humanities, social sciences, natural sciences and engineering. In addition, every undergraduate student has the opportunity to take [Climate Change and Society](#), a unit offered by our University College for Interdisciplinary Learning, which explores the politics of climate change action and analyses the challenge from the perspective of multiple stakeholders and different nations.

### Student campaigns and activism

Our Students' Union set up [Climate Justice Fortnight](#), an initiative exploring the different ways that climate injustice manifests itself, and how we can tackle it. There are Teach-Ins throughout the fortnight, where students and academic staff collaborate on delivering content on these issues in their current class times. Students also organise activities through societies such as the [People and Planet Society](#) and [Extinction Rebellion Youth](#); get involved in sustainability leadership roles such as the [Students' Union's Ethical and Environmental Officer](#); take on environmental representation roles in halls of residence; and attended events and campaigns such as the youth strikes for climate action.



## OPERATIONS

### Towards net zero

The University has pledged to support Manchester's climate change target for [zero carbon by 2038](#). This involves reducing carbon emissions from a 2018 baseline of 54,000 tCO<sub>2</sub> to at least 21,000 tCO<sub>2</sub> by 2025 and placing carbon impact at the heart of strategic decision making in the University's new strategic plan.

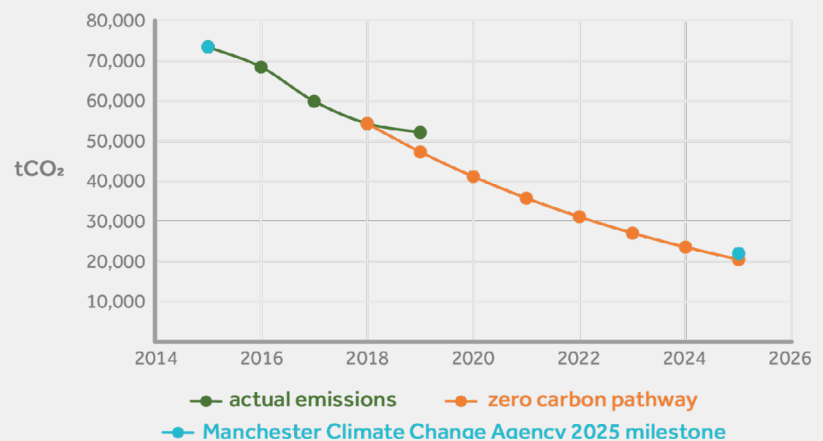
### Fossil fuels

We're ending investments in fossil fuel reserve and extraction companies by 2022, and 'decarbonising' all other investments by 2038. This policy was developed in consultation with the University's Tyndall Centre for Climate Change Research and our Students' Union.

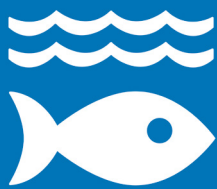
### Renewable energy

In 2021, we switched our energy contract to ensure 100% of our electricity consumption is backed with REGO (Renewable Energy Guarantees of Origin) certification.

Our carbon pathway to 2026



# 14 LIFE BELOW WATER



## Conserve and sustainably use the oceans, seas and marine resources for sustainable development

### RESEARCH

#### Diverse seafood

Through the [Diverse seafood](#) project our researchers are investigating how seafood can contribute to sustainable, healthy diets. They're assessing the best methods to transition to more diverse seafood intake by looking at the impacts of sustainable aquaculture at the levels of business models, policy, and consumer acceptance.

#### Removing harmful pollutants from industrial wastewater

Researchers in Chemical Engineering and Analytical Sciences have worked with our spin-out company Arvia Technology

to develop an electrochemical process that has [dramatically reduced wastewater pollution levels](#) and enabled water recycling across numerous industries. The Arvia process has reduced pollutant levels from pesticides to match UK drinking water standards; removed 90% of pharmaceutical residues and natural hormones from industrial wastewater; and reduced the release of high microbial wastewaters which can cause anti-microbial resistance. Arvia Technology has now installed treatment systems in 25 companies across 11 countries, including the UK and China.

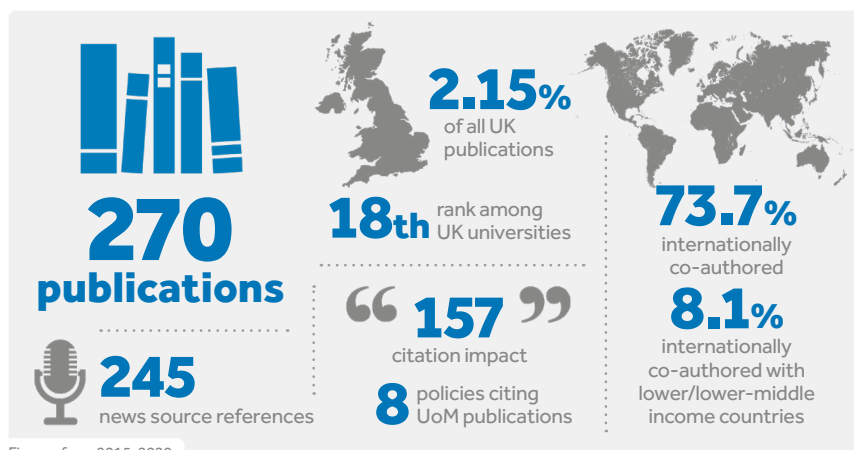
### PUBLIC ENGAGEMENT

#### UK rivers and microplastics

Life below water, in rivers and at sea, is threatened by waste flowing from urban river channels into the oceans. We've been highlighting the effect of microplastics – very small pieces of plastic debris including microbeads, microfibres and plastic fragments – on river systems and marine life through a range of [pro-active media coverage](#), engagement with water companies and input into UK legislation on water management.

#### IncredibleOceans

At our Jodrell Bank Discovery Centre, we partnered with [IncredibleOceans](#) to deliver outreach talks and programmes to raise awareness of how oceans are facing threats from: development and overfishing, climate change, pollution, acoustics and more. We teamed up with scientists, creatives, community organisations, campaigners, companies and broadcast media to maximise the impact of this educational outreach activity.



Figures from 2015-2020.





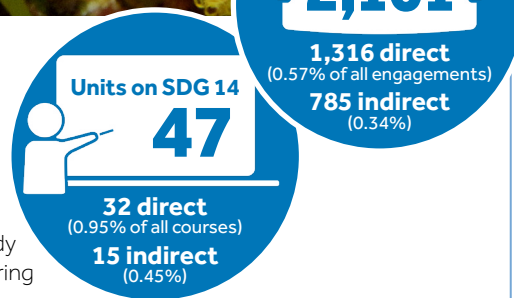
## LEARNING AND STUDENTS

### Study programmes

Our Geography undergraduates study an Environmental Pollution unit covering water control strategies. Life science undergraduates take units on biodiversity, conservation biology and marine biology, including fieldwork examining organisms living on shores and the seabed. At master's level, our Pollution and Environmental Control programme prepares students for a career in environmental management and resource conservation.

### Ocean warming and shark survival

Our undergraduate students have assisted a study into the effects of



warming ocean waters on the [small-spotted catshark embryo's freeze response](#): a technique whereby the embryo stops moving so that predators won't detect them. The research found that with a 5°C water temperature increase there was a seven-fold decrease in the length of time the embryos froze for in the presence of a predator stimuli, indicating that as oceans warm, many shark and ray species may reduce in number due to increased predation.

## OPERATIONS

### Water management

We've implemented [watershed management strategies](#) based on location specific diversity of aquatic species. These ensure flow rates of water run-off in our urban environment are decreased and water quality is improved, including reducing flow into our local River Medlock on campus. At our rural [Jodrell Bank](#) site, we've also reduced flow into our local watercourses, protecting the great crested newt – a protected species that relies on aquatic life.

### Making labs greener

Leading the way in achieving the University's [pledge to eliminate avoidable single-use plastic usage by 2022](#), staff in our School of Biological Sciences are reducing single-use plastics in the lab through adoption of a [6R approach](#). This has included: refining protocol and optimising waste management; reducing single-use items; re-using materials, plastic containers and gloves; using recycled material; and replacing plastics where possible with glass, paper or wood.

### Food on campus

All our food campus outlets and catered student halls serve [Marine Conservation Society](#) approved fish.

### Marine Stewardship Council (MSC) University of the Year

in Sustainable Seafood Forum and Awards in 2019

# 15 LIFE ON LAND



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss

## RESEARCH

### Getting to the root of poor soil health and bringing it back to life

Researchers in our Department of Earth and Environmental Sciences have examined degraded soils of grasslands in Kenya and China to [understand the role of soil biodiversity in creating and supporting healthy ecosystems](#). We've scaled up novel approaches to harness ecological connections between native soil microorganisms (bacteria, fungi, algae) and native plants to accelerate recovery from degraded to healthy soil. Tools have been developed to provide accessible and practical knowledge for local communities to repair soils and public and policy awareness has been raised of the vital importance of soil biodiversity on a global scale.

### Community forestry

Deforestation is the second leading cause of climate change after fossil fuels, accounting for almost a fifth of planet-warming emissions. Our researchers led an international and interdisciplinary team of ecologists, economists and political scientists in the largest ever study of [community forestry](#). Studying 18,000 community-led forest initiatives in Nepal we found that community-forest management led to a 37% relative reduction in deforestation and a 4.3% relative reduction in poverty.



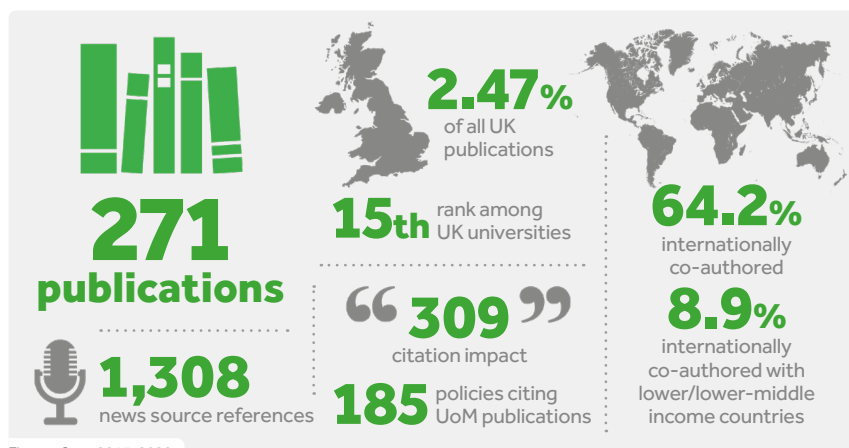
## PUBLIC ENGAGEMENT

### Species conservation

Our [Manchester Museum Vivarium](#) is dedicated to the conservation of reptiles and amphibians. We recently partnered with Panama Wildlife Charity (PWCC) on non-invasive research and conservation education involving local communities in the Santa Fe National Park in Panama. This led to a world first in 2021: one of the world's rarest toads, the Harlequin Toad, was [successfully bred in captivity](#) outside its country of origin, at our museum. We also curate a world-famous [FrogBlog](#) and deliver a digital [Learning with Lucy](#) conservation programme for schools.

### Nature Recovery Network

A renowned engagement expert from our School of Environment, Education and Development is using her Ketso Connect community and stakeholder engagement toolkit to help the government's Natural England advisers launch their [Nature Recovery Network](#). This network aims to restore 75% of protected sites and to create or restore 500,000 hectares of additional wildlife-rich habitat.



Figures from 2015-2020.





## OPERATIONS

### Cultural venues and nature

**The Whitworth** created the UK's first dedicated post of **Cultural Park Keeper**. This has led to the creation of a **Natural and Cultural Health Service** programme of outdoor activities to raise awareness, educate and inspire our diverse visitors to connect with and protect life in our park. At **Jodrell Bank** we work with community and voluntary groups, including the RSPB and the Cheshire Beekeepers Association, to protect and enhance our natural environment.

### Living campus



We've created an online, interactive campus Tree Trail highlighting 50 of the 1,500 trees across Oxford Road Campus, North Campus and Whitworth Park. We've developed a **tree plan** requiring the planting of two trees for every one removed by our campus developments. We've developed UMAPIT (University of Manchester Animal Positions and Information Tracker) – a bespoke app to allows users to record sightings of urban wildlife species. And we've redeveloped a former road into **Brunswick Park** – a pocket park to enhance green space and wellbeing on campus.

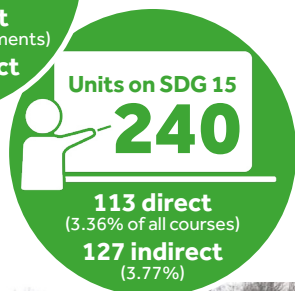
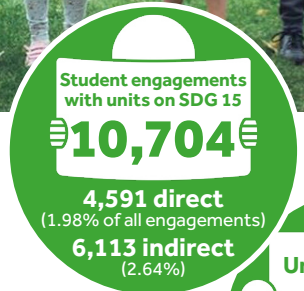
## LEARNING AND STUDENTS

### Study programmes

All undergraduates can take our University College for Interdisciplinary Learning unit **Crisis of Nature: Issues in Environmental History**. Biosciences students can take part in the Manchester-based Urban Biodiversity field course, which introduces them to environmental consultancy, conservation and natural site management. Environmental Management undergraduates also gain skills needed for ecological surveys, conservation management and environmental auditing.

### Manchester City of Trees

As part of our partnership with the local NGO, **Manchester City of Trees**, students can use our **Volunteer Hub** to sign up for one-off or weekly tree planting sessions or even become a Citizen Forester. Our student volunteering is supporting their mission of planting one tree for every person across Greater Manchester.



# 16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



## RESEARCH

### Project Honeycomb

Our criminology researchers are linking up with leading research and technology development company, Trilateral Research, to collaborate on [Project Honeycomb](#). This will develop relationships with organisations across the private, public and civil society sectors, and support them to record information related to modern slavery, human trafficking and exploitation. Building on these insights, Honeycomb will run a series of campaigns and help the city intelligently and creatively protect people from the crimes of human trafficking and modern slavery as well as interrupting traffickers' activities.

### Effective States and Inclusive Development

Our Global Development Institute has led the [Effective States and Inclusive Development](#) (ESID) Research Centre, a global partnership that spans 26 countries and a myriad of partners, for more than a decade. The Centre investigates the kinds of politics that promote development, deepening the understanding of governance in the developing world in ways that impact on policy and practice around areas such as economic growth, natural resource governance and women's empowerment.

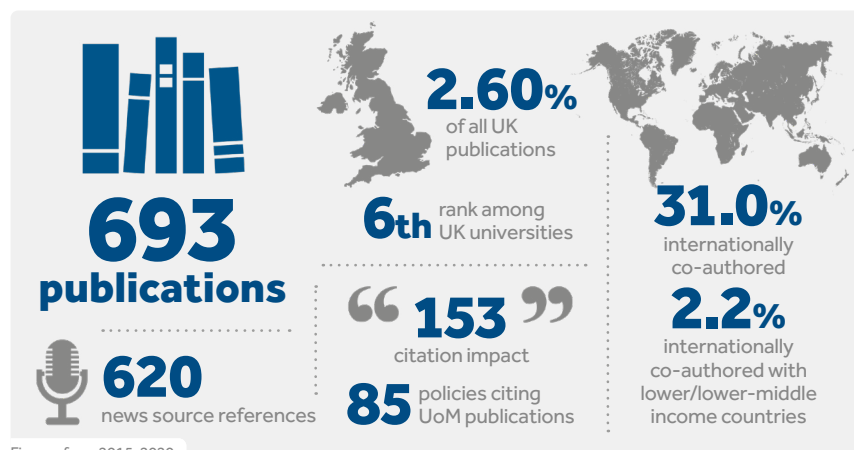
## PUBLIC ENGAGEMENT

### In Place of War

[In Place of War](#) (IPOW) is a global spin-out charity from research in our School of Music and Drama. IPOW works with grassroots organisations in refugee camps, war-affected villages, towns under curfew, cities under occupation, and refugee communities – using creativity in places of conflict as a proven tool for positive change. IPOW enables communities and grassroots change-makers in music, theatre and across the arts to transform a culture of violence and suffering into hope, opportunity and freedom.

### Justice Hub

Our [Justice Hub](#) allows students to explore and apply various arms of the law to make real change in our communities. The Hub runs a free legal advice centre for economically disadvantaged people, providing advice in areas such as family, housing and immigration law. During the pandemic, our Justice Hub set up the [Virtual Vacation Scheme](#), which aimed to simplify some very complicated areas of law impacted by the pandemic, and created an accessible and informative method of legal help for the community through workshops, videos, briefings and webinars.



Figures from 2015-2020.



## OPERATIONS

### University policies

Our [Anti-Corruption and Bribery Policy](#) takes a zero-tolerance approach to bribery and corruption in all of our University operations. Our [Code of Practice on Freedom of Speech and Statement on Academic Freedom](#) ensures staff can put forward new ideas and controversial or unpopular opinions without placing themselves at risk of losing their jobs or any privileges. Our policy for [Socially Responsible Investment](#) pursues an ethical investment approach. We've also signed up to the UN-supported [Principles for Responsible Investment](#).

### Finances

We publish University financial data in our [Statement of Accounts](#) as well as publishing our full [Financial Statements](#) each year.

### Governance

We've a duty to conduct our affairs in a responsible and transparent way. [The Board of Governors](#) is our governing body, carrying ultimate responsibility for our overall strategic direction and for the management of our finances, property and affairs generally, including the employment arrangements for all staff. Its membership of 23 has a majority of persons who aren't employed by the University, known as lay members and its Chair is appointed by the Board from within the lay category of the membership. Members of our Senate, support staff and student representatives are also elected to serve on the Board.

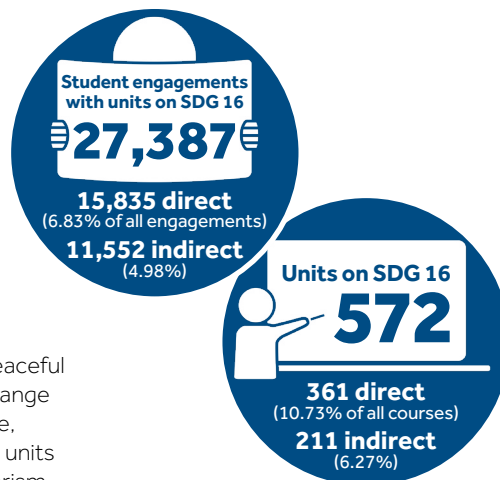
## LEARNING AND STUDENTS

### Study programmes

We're committed to promoting peaceful and just societies through a wide range of study programmes. For example, undergraduate Law students take units in human rights and counter-terrorism legislation, while master's students can go on to become international lawyers through our advanced course in Public International Law.

### Manchester Innocence Project

The [Manchester Innocence Project](#) (MIP) is one of only 13 organisations outside of the US to join the Innocence Network. Law students volunteering with MIP have the opportunity to take on live criminal appeals for those who maintain their innocence.



### Workshops about sexual assault

We've teamed up with Greater Manchester Police to fund a series of thought-provoking [interactive theatre performances](#) and workshops led by Manchester-based charity, Odd Arts. This engages with students to challenge and explore issues of consent and sexual assault and increases confidence in reporting and victims support.

# 17 PARTNERSHIPS FOR THE GOALS



Strengthen the means of implementation and revitalise the global partnership for sustainable development



## RESEARCH

### Research partnerships

We lead and participate in global, national and regional partnerships to advance our impact against the sustainable development goals.

#### Global

Globally, we've partnered with academic, government, industry and NGO partners in East Africa, Ghana, Myanmar, Jordan and India on [FutureDAMS](#) – the world's largest programme into the sustainable development of the world's dams. We've partnered with the European Commission and its member states through our [Energy Poverty Observatory](#) (EPOV) programme.

Our [Humanitarian and Conflict Response Institute](#) (HCRI) partners with organisations such as Médecins Sans Frontières (MSF) and Save the Children (SCF) to advance research and practice in humanitarianism.

#### National

Nationally, we're in the highest performing category in England for the proportion of our research undertaken alongside non-academic partners. An example is our leadership of [The Productivity Institute](#), which brings together world-leading experts from a range of disciplines, working directly with policymakers, businesses and the HM Treasury to improve productivity and advance living standards and wellbeing across the whole of the UK.

#### Regional

Our researchers partner with public, private and not-for-profit agencies across our region in areas such as health, education and innovation. We're working with the Greater Manchester Combined Authority (GMCA) and secondary schools on a pioneering [#BeeWell](#) programme to create a framework to measure and improve mental health and wellbeing in secondary schools across the region.

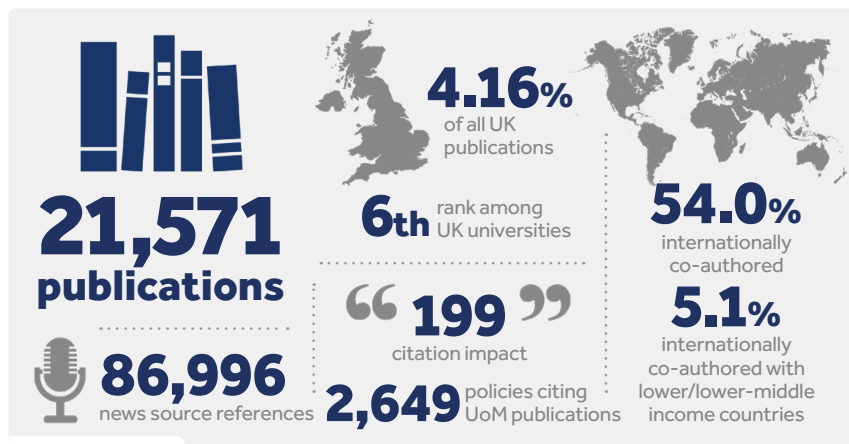
## PUBLIC ENGAGEMENT

### Public engagement partnerships

We partner with a range of organisations to carry out meaningful public engagement with diverse audiences and share ideas and research as well as inspiring informed discussion, debate and creativity. Examples include: partnering with the British Society of Immunology and Royal Society of Biology on a citizen science [Britain Breathing programme](#); patient and public involvement and engagement partnerships to inform our clinical research and education; working alongside diaspora communities, the British Museum and galleries in the global south to design our Museum's [South Asia Gallery](#); working with private festival organisers on our annual [bluedot](#) festival; partnering with the cultural sector on the [Manchester International Festival](#), [Manchester Literature Festival](#) and [Manchester Histories Festival](#); and leading public engagement partnerships such as the [Creative Ageing Development Agency](#) and international [Asociación de Arte Útil](#).

### Policy@Manchester

Policy@Manchester is our University's sector-leading policy engagement institute. It connects researchers with policymakers and influencers, nurturing long-term policy engagement partnerships and impact.



Figures from 2015-2020.

Elsevier don't map research keywords against SDG 17. These figures are the total for SDGs 1-16 and show the extent of our research partnerships across all goals.



## LEARNING AND STUDENTS

### Learning partnerships

We're committed to empowering students with the knowledge, skills and opportunities to address all of the SDGs through partnerships with public, private and civil society organisations. Our [University Living Lab](#) platform connects student projects with external organisations to address the SDGs. Our [Volunteer Hub](#) acts to advance partnerships between hundreds of charities and our student volunteers. And many academic programmes offer [service-learning](#) partnerships, where external organisations benefit from practical student interventions in areas such as dentistry, optometry, pharmacy, business and legal advice.

### Q-Step data partnerships

We partner with small local charities in Manchester right through to major

Student engagements with units on SDG 17

**2,760**

2,029 direct  
(0.87% of all engagements)

731 indirect  
(0.32%)

Units on SDG 17

**77**

53 direct  
(1.58% of all courses)

24 indirect  
(0.71%)

government departments through our [Q-Step programme](#). This places students on internships in organisations that require data skills and analysis. We've collaborated on projects with the Office for National Statistics on global, national and regional datasets used to measure progress on SDGs.

### Global MOOC on university social responsibility

The University is one of the seven international universities to contribute towards a global [University Social Responsibility](#) Massive Online Open Course (MOOC).



## OPERATIONS

### University partnerships

In 2018, we signed the international [SDG Accord](#) as part of our ongoing commitment to social responsibility and environmental sustainability. In 2019 our Alliance Manchester Business School signed the [Principles for Responsible Management in Education](#) (PRME).

Examples of our civic partnerships include: those with Manchester City Council on education, planning and the environment; the Greater Manchester Combined Authority and other local universities on a new [Civic University Agreement](#) to enhance regional social, economic and environmental wellbeing; a [Greater Manchester Health and Social Care Partnership](#) and [Health Innovation Manchester](#) to drive local health improvements; the [Greater Manchester Local Enterprise Partnership](#) to deliver growth, jobs and prosperity for the area; and [Innovation GM](#) to catalyse inclusive economic growth, level up the north, and increase global trade.

We also prioritise global partnerships to advance our work towards the SDGs. These include: our Engaged Member status of the global [Talloires Network](#); as a founding member of the global [University Social Responsibility Network](#); and as a member of the [Sustainable Development Solutions Network](#), the [Association of Commonwealth Universities](#) (ACU) and the [United Nations Academic Impact](#) (UNAI).

# METHODOLOGY

This report communicates the myriad of ways The University of Manchester (UoM) is addressing the United Nations Sustainable Development Goals (SDGs). Following on from previous reports, we have continued to map our work addressing the SDGs through four main areas: research; learning and students; public engagement; and campus operations. Data inevitably derives from a multitude of sources and timelines. However, the majority comes from the 2019/20 academic year, so unless otherwise stated it will derive from this timeline and/or cohort.

## Research metrics

We worked with our University's bibliometric specialist to measure our total research outputs against each SDG during the period 2015-2020 (2015, 2016, 2017, 2018, 2019, 2020). Unless otherwise stated, all research metrics are based on our publications during this timeframe. In 2020 Elsevier used a new approach to mapping publications to SDG using keyword queries complemented by a machine learning model to aid recall of false-positives. *Times Higher Education* also use this new Elsevier SDG mapping as part of their Impact Rankings. Further information on the methodology used to create these search queries can be found at [elsevier.digitalcommonsdata.com](https://elsevier.digitalcommonsdata.com).

For each SDG we've been able to summarise:

- the number of UoM publications for each SDG for the period 2015-2020;
- the number of UoM publications as a proportion of all UK publications for each SDG for the period 2015-2020;
- a rank among UK universities by number of publications;

- a field-weighted citation impact metric based on comparing the level of citation of Manchester publications with that of all publications globally for that SDG. Here a value of 100 is used as a baseline;
- the number and proportion of SDG publications co-authored with researchers internationally during 2015-2020;
- the number and proportion of SDG publications co-authored with researchers from low- and middle-income (LMI) countries during 2015-2020, as defined by the World Bank;
- the number of policy sources that refer to our SDG-related research published by UoM since 2015 using an altmetric.com source;
- a number of news source references that mention SDG-related research published by UoM since 2015 using an altmetric.com source.

**\*SDG 17 figures are a summation of SDG 1-16 rather than treating SDG 17 as a separate goal.**

## Teaching metrics

Because of the size of our institution and the large number of course units it was not possible to survey all programme leaders. Instead we continued to utilise our centralised curriculum audit from the 2017-2018 academic year. Course programme descriptions were mined by a trained analyst with knowledge of the SDGs. Each of our 3,365 course unit descriptions were then linked to SDGs in two ways: direct impact – if the unit allowed students to understand how to tackle this SDG (for example, through understanding vaccines or the circular



economy); and indirect impact – if the unit covered a general area relating to the SDG (physiology, economics) that allow students to understand the basics and build on this knowledge to contribute to the SDGs. We acknowledge there is a high degree of subjectivity in this manual process. In the future we hope to automate this based on closed fields assessed directly by academic staff responsible for programme delivery. From this we were able to count the number and proportion of our units relevant to specific SDGs and the number of student engagements with them. 'Student engagements' is not the same as 'number of students' because the same student can engage with SDGs many times over through their choice of course units.

## Case studies

We selected case studies to illustrate contributions to the SDGs through a comprehensive research and analysis process, including review of the relevant University websites, a staff survey, contribution to the UK Research Assessment Exercise, contribution through our Policy@Manchester and research beacon platforms, and expert staff advice. While many case studies could be included, many more were left for the cutting room floor. Therefore the launch of an accompanying microsite will be prioritised in the future to include a fuller picture of our impact.



## Acknowledgements

A wide range of academic and professional staff supported the production of this report. The project was steered and signed off by the Director of the University's Office for Social Responsibility, Dr Julian Skyrme. Special thanks go to Rachel Grunnill, Graduate Intern in the Office for Social Responsibility, who led the project on a day-to-day basis, worked with scores of contacts across the University and produced first drafts of key sections. Stephen Pearson, Research Analytics Analyst in The University of Manchester Library, produced the research metrics. Maree Perkins, Content Coordinator in Communications and Marketing, undertook copy-editing. And David Webb ([www.david-webb.co.uk](http://www.david-webb.co.uk)) designed the report.

## RESEARCH AND TEACHING OUTPUTS



# SDG DATA SETS

A range of research and student data has informed this report. Unless stated, all research data refers to the six years 2015 – 2020 (2015, 2016, 2017, 2018, 2019, 2020). The teaching and student data was collected from a curriculum audit that covered the 2017/18 academic year.

Research metrics	SDG 1	SDG 2	SDG 3	SDG 4	SDG 5
Number of UK publications 2015–2020	1,815	7,648	354,416	2,970	6,280
Number of UoM publications 2015–2020	97	182	15,600	93	191
UoM publications as % of UK publications	5.34%	2.38%	4.40%	3.13%	3.04%
Rank among UK universities by number of publications	5	16	6	7	6
Field-Weighted Citation Impact (with baseline = 100 for citation impact of all publications worldwide in this SDG)	160	188	204	210	180
Number of policies citing UoM publications in this SDG	14	70	1,506	5	40
Number of patents citing UoM publications in this SDG [data from Altmetric Explorer]	0	4	698	0	0
Number of patents citing UoM publications in this SDG [data from SciVal]	0	3	1,046	0	0
Number of low or lower-middle income countries represented by co-authors on UoM papers in this SDG	9	36	60	2	9
% of all 79 low or lower-middle income countries represented by co-authors on UoM papers in this SDG	11.4%	45.6%	75.9%	2.5%	11.4%
Number of UoM papers in this SDG with co-authors from low or lower-middle income countries	16	26	708	1	15
% of UoM papers in this SDG with co-authors from low or lower-middle income countries	16.5%	14.3%	4.5%	1.1%	7.9%
Number of countries represented by non-UK co-authors on UoM papers in this SDG	32	120	165	28	40
Number of UoM papers in this SDG with international co-authors	46	104	8,432	36	65
% of UoM papers in this SDG with international co-authors	47.4%	57.1%	54.1%	38.7%	34.0%
Number of UoM outputs in 2015	22	18	2,337	13	30
Number of UoM outputs in 2016	16	29	2,439	10	26
Number of UoM outputs in 2017	16	26	2,514	17	22
Number of UoM outputs in 2018	12	30	2,585	13	31
Number of UoM outputs in 2019	14	41	2,745	19	40
Number of UoM outputs in 2020	17	38	2,980	21	42

Teaching and learning metrics	SDG 1	SDG 2	SDG 3	SDG 4	SDG 5
Units on SDG (direct and indirect, 2017/18 academic year)	109	36	820	204	135
Student engagements with units on SDG (direct and indirect, 2017/18 academic year)	8,266	1,623	52,273	16,139	7,660



\* Elsevier don't map research keywords against SDG 17. These figures are the total for SDGs 1–16 and show the extent of our research partnerships across all goals.

SDG 6	SDG 7	SDG 8	SDG 9	SDG 10	SDG 11	SDG 12	SDG 13	SDG 14	SDG 15	SDG 16	SDG 17	TOTAL
3,203	25,410	10,448	3,500	7,801	11,874	7,409	25,606	12,538	10,963	26,603	*	518,484
110	1,310	473	159	293	519	408	902	270	271	693	*	21,571
3.43%	5.16%	4.53%	4.54%	3.76%	4.37%	5.51%	3.52%	2.15%	2.47%	2.60%	*	4.16%
9	4	4	3	6	5	1	11	18	15	6	*	6
183	158	196	155	183	180	190	223	157	309	153	*	199
38	113	69	17	48	72	31	348	8	185	85	*	2,649
1	19	0	0	0	1	2	5	1	1	4	*	736
0	20	0	0	0	0	2	5	3	0	3	*	1,082
10	17	14	5	24	31	11	26	11	21	9	*	61
12.7%	21.5%	17.7%	6.3%	30.4%	39.2%	13.9%	32.9%	13.9%	26.6%	11.4%	*	77.2%
12	87	33	8	20	36	22	55	22	24	15	*	1,100
10.9%	6.6%	7.0%	5.0%	6.8%	6.9%	5.4%	6.1%	8.1%	8.9%	2.2%	*	5.1%
37	83	68	40	83	117	63	101	73	90	53	*	168
73	751	266	94	121	280	213	576	199	174	215	*	11,645
66.4%	57.3%	56.2%	59.1%	41.3%	53.9%	52.2%	63.9%	73.7%	64.2%	31.0%	*	54.0%
13	158	59	16	43	48	50	138	51	43	97	*	3,136
16	200	51	28	35	61	55	131	42	42	129	*	3,310
11	209	94	24	42	59	58	118	39	26	116	*	3,391
20	253	96	28	62	115	85	188	45	44	135	*	3,742
18	288	96	24	57	118	91	162	57	55	118	*	3,943
32	202	77	39	54	118	69	165	36	61	98	*	4,049

SDG 6	SDG 7	SDG 8	SDG 9	SDG 10	SDG 11	SDG 12	SDG 13	SDG 14	SDG 15	SDG 16	SDG 17	TOTAL
70	128	693	1084	288	850	175	97	47	249	572	77	5,625
3,841	9,250	55,512	83,515	16,803	34,814	11,213	4,592	2,101	10,704	27,387	2,760	348,444

# TIMES HIGHER EDUCATION RANKINGS



Universities have been able to enter information about their work to the *Times Higher Education* (THE) since 2019. During the first three years The University of Manchester has consecutively been the UK's overall top ranking institution and holds the world's number one position in 2021. Performance against each individual SDG over the course of the previous three years can be tracked below, recognising that nearly three times as many universities have entered the ranking since its inception.

Further information about all universities entering the *THE* Impact Ranking since 2019 can be found at: [Times Higher Education Impact Rankings](#)

	2019*	2020	2021
<b>Overall World Ranking (UK rank in brackets)</b>	<b>3 (1)</b>	<b>8 (1)</b>	<b>1 (1)</b>
Number of entrants	450	768	1,240
Number of countries	76	85	98
SDG 1 – No poverty		21 (3)	12 (4)
SDG 2 – Zero hunger		28 (1)	51 (3)
SDG 3 – Good health and wellbeing	6 (2)	26 (3)	37 (3)
SDG 4 – Quality education	87 (7)	101-200 (16)	301-400 (31)
SDG 5 – Gender equality	40 (7)	63 (9)	62 (8)
SDG 6 – Clean water and sanitation		60 (4)	12 (2)
SDG 7 – Affordable and clean energy		22 (20)	20 (1)
SDG 8 – Decent work and economic growth	84 (14)	101-200 (18)	54 (12)
SDG 9 – Industry, innovation and infrastructure	31 (4)	22 (2)	16 (1)
SDG 10 – Reduced inequalities	11 (1)	10 (4)	51 (20)
SDG 11 – Sustainable cities and communities	7 (1)	16 (3)	1 (1)
SDG 12 – Responsible consumption and production	8 (5)	3 (1)	1 (1)
SDG 13 – Climate action	40 (7)	101-200 (18)	81 (14)
SDG 14 – Life below water		29 (3)	2 (2)
SDG 15 – Life on land		25 (6)	13 (4)
SDG 16 – Peace, justice and strong institutions	51 (11)	51 (19)	30 (8)
SDG 17 – Partnerships for the goals (mandatory)	1 (1)	8 (4)	15 (5)

\*In 2019 only 11 of the SDGs were measured by *THE*.

# WHAT NEXT?

Information on our performance is formative as much as summative. We use information to help inform the *Our future* strategic plan and set out accompanying actions to play our full part in meeting the SDGs. Here are some examples of what else we'll be doing in the future:

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## University vision and strategic plan

We'll continue to embed our commitment to addressing the SDGs and measuring our impact through our University vision and strategic plan *Our future*.

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## Learning and students

We're embedding our commitment to addressing the SDGs through: developments to our pioneering Stellify initiative; the further rollout of our successful SDG unit within our University College for Interdisciplinary Learning (UCIL); a new 50,000 Actions platform aimed at students; and via a revamped University Living Lab initiative to support projects addressing different SDGs. We'll also develop ways for prospective students to understand the links between their intended study programmes and relevant SDGs.

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## Research priorities and impact

We've embedded a commitment to addressing the SDGs through a range of research platforms (Creative Manchester, Digital Futures, Policy@ Manchester and Sustainable Futures), research beacons (advanced materials, biotechnology, cancer, energy, global inequalities, ) and research institutes such as our Global Development Institute, Humanitarian and Conflict Response Institute, Manchester Environmental Research Institute, Sustainable Consumption Institute, Work and Equalities Institute, Manchester Institute for Collaborative Research on Ageing and Manchester Urban Institute.

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## Research data and metrics

We'll use internal and external analytics to understand the impact of our research towards the SDGs at the aggregate level and map individual researcher contributions through developments to our PURE research system.

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## Leadership and communications

We'll continue to use our role as a pioneer of social responsibility among universities to advance partnerships with others and raise awareness of the role of higher education in addressing the SDGs through publications, videos, conference presentations, public education and engagement initiatives, exhibitions and events.

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## Cultural engagement

We'll use civic spaces in our University's Manchester Museum, the Whitworth, Jodrell Bank Discovery Centre and John Rylands Research Institute and Library to engage the public in understanding and addressing the SDGs.

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